

The Elementary English Review

DECEMBER 1946

DETE

THE LANGUAGE ARTS, 1946
M. R. TRABUE

CHILDREN'S BOOKS
OF THE YEAR
IRENE B. MELOY and IRENE GELTCH

VOCABULARY DEVELOPMENT
BERTHA HANDLAN

OVERCOMING SPEECH
DIFFICULTIES
DORATHY ECKELMANN

THE CHRISTMAS SPIRIT
IN BOOKS
DOROTHY E. SMITH

THE CHILD AND HIS
LANGUAGE
DALE B. HARRIS

NATIONAL COUNCIL OF TEACHERS OF ENGLISH

The Elementary English Review

AN official organ of the NATIONAL COUNCIL OF TEACHERS OF ENGLISH
211 W. 68th St., Chicago 21, Illinois

FOUNDED, 1924, BY C. C. CERTAIN

JOHN J. DEBOER, *Editor*

EXECUTIVE COMMITTEE OF THE COUNCIL

Helene Hartley, *President*
Ward Green, *First Vice-President*
H. A. Dominovich, *Second Vice-President*
W. Wilbur Hatfield, *Secretary-Treasurer*
Dora V. Smith, *Elementary Section*
Irvin C. Pooley, *Secondary Section*
Roy P. Basler, *College Section*
Max J. Herzberg
Angela M. Broening
Harold A. Anderson

ELEMENTARY SECTION COMMITTEE

Dora V. Smith, *Chairman*
Marion Edman
Helen Heffernan
Annie McCowen
J. Conrad Seegers
Cora Mae Simmons

DECEMBER 1946

PAGE	Contents
335.	The Language Arts in 1946 M. R. TRABUE
344.	Some Outstanding Children's Books of 1946 IRENE B. MELOY AND IRENE GELTCH
350.	Vocabulary Development BERTHA HANDLAN
358.	Overcoming Speech Difficulties DORATHY ECKELMANN
364.	A Few Books Which Illustrate The Spirit of Christmas DOROTHY E. SMITH
367.	Child Development and the Language Arts DALE B. HARRIS
370.	The Educational Scene
373.	Review and Criticism
379.	Index

Published
October through May
\$2.50 per year

THE ELEMENTARY ENGLISH REVIEW is published monthly from October to May by the National Council of Teachers of English at 211 West 68th Street, Chicago, Illinois. Subscription price \$2.50 per year; single copies 40 cents. Orders for less than a year's subscription will be charged at the single-copy rate. Postage is prepaid on all orders from the United States, Mexico, Cuba, Porto Rico, Panama Canal Zone, Republic of Panama, Dominican Republic, El Salvador, Argentina, Bolivia, Brazil, Colombia, Costa Rica, Ecuador, Guatemala, Honduras, Nicaragua, Peru, Uruguay, Hawaiian Islands, Philippine Islands, Guam, Samoan Islands, Virgin Islands and Spain. Postage is charged extra for Canada and for all other countries in the Postal Union as follows: 24 cents on annual subscription (total \$2.74), on single copies 8 cents (total 48 cents.) Patrons are requested to make all remittances payable to THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH in checks, money orders, or bank drafts. Claims for missing numbers should be made within the month following the regular month of publication. The publishers expect to supply missing numbers free only when losses have been sustained in transit and when the reserve stock will permit. All communications should be addressed to THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH, 211 West 68th Street, Chicago, Illinois. Entered as second class matter December 29, 1942, at the post office at Chicago, Illinois, under the Act of March 3, 1879. Additional entry at Seymour, Indiana.

Copyright, 1946 by The National Council of Teachers of English.
Printed in the U. S. A.

THE ELEMENTARY ENGLISH REVIEW

VOL. XXIII

DECEMBER 1946

No. 8

The Language Arts in 1946

M. R. TRABUE¹

On the sixth day of this month we had all lived through the first year of an entirely new age in the history of the world. The techniques and procedures that were considered satisfactory in many fields of endeavor two years ago are inadequate for effective service in this new age. Every activity of the human race must now be critically reviewed and re-evaluated in terms of the urgent compulsions resulting from the successful splitting of the uranium atom. We dare not assume that the methods we were using at the beginning of 1945 are adequate for the solution of the problems of 1946.

The language arts, along with all other subjects, must now be taught in such ways as will make the largest possible contribution to the immediate survival of our students and of civilization. Perhaps it is even now too late to save them. It is possible that we may all be wiped off the face of the earth within the next ten years by new bacteria or by atomic fission. However, if we now face our responsibilities for preventing this catastrophe and do our best to avert it, we may at least be able to die with clear consciences. But, if

we should now refuse to face the facts and should continue to teach the language arts as lackadaisically as they have commonly been taught, the widely scattered human beings who might still be alive and well enough to think about the matter in 1960 would have every right to curse us for our stupidity and irresponsibility. We must face the facts and examine them now, before it is too late.

I am not so egotistical as to believe that I know more than you do about the crucial problems of the world in this new age. I have no notion that I know more than you about the possible solutions of these problems. But I do know that all of us dislike to think of unpleasant and painful subjects; and I am sure that, unless we do think now about these problems and work constantly and effectively for their solution, nothing else that we may think or do in 1946 is likely to have any important significance a few years hence. It is much easier and pleasanter for us to think about and to keep ourselves busy at the old tasks with which we are familiar; but shutting our eyes

¹Dean of the School of Education of Pennsylvania State College. This paper was read at the Pennsylvania State College Reading Conference, August, 1946.

to the gathering storm will not prevent us from being engulfed in and destroyed by it. I take this opportunity to remind you of some of these problems, therefore, not because of any confidence in the efficiency of my own thought processes, but because I could not live with my own conscience if I failed to do so.

Building for Peace

From the point of view of the survival of humanity and of civilization, the most crucial problem before the peoples of the world today is how to build international peace and cooperation. If we fail in the solution of this problem, we shall not have the opportunity or the need to work out solutions of the other problems that confront us. Will Russia and the other great powers find a way to cooperate effectively in international affairs? Will the Communists and the Nationalists cooperate for the reconstruction of China? Will the Hindus and the Moslems cooperate in the government of India? Will it be possible to control the intense hatreds and prejudices that have developed in various parts of the world against Jews, Negroes, and other special groups?

Such problems as these are fundamental, and they all grow out of the very same soil—the selfish nature of man and the conditions under which he has lived in previous ages—before August 6, 1945. The selfishness, greed, and lust for power which fostered the development of these tremendous problems in pre-atomic ages cannot be permitted to operate in an age of atomic fission without strict controls. Unless we begin immediately to work out effective solutions of these problems, other problems will not long annoy us. We and the problems themselves may disappear simultaneously and with very little further warning.

Learning to Live Together

Even though we may not live long enough

to work out satisfactory solutions for other important problems, a few of them should be mentioned here. How can the conditions that lead young people and adults into lives of crime and anti-social behavior be corrected? How can the leaders of labor and of capital be brought to cooperate for the good of all citizens, including themselves? How can we organize our programs of industrial production and construction so that every one who wants to earn his own living by honest work may have the opportunity to do so? How can we avoid the traditional alternation of periods of economic inflation and depression? How can we prevent the tremendous number of needless deaths and injuries that occur each year on our public highways? What must we do to eliminate the unnecessary suffering and deaths that result annually in the world from avoidable illness and famine? What shall we do to preserve for the children and young people of America the homes into which they are born and in which they have a right to find comfort and security?

These are, of course, only a few of the really vital problems that must be faced squarely and ultimately solved by our pupils, if they are fortunate enough to avoid being destroyed by atomic fission and bacteriological warfare before they grow up. Every one of these problems is, however, merely a specialized phase of the basic problem of modern humanity: *how can human beings learn to live together considerately and cooperatively in a world that has become inconceivably complex as a result of scientific research and invention?* The one fundamental of education in this new age which began a year ago is learning to live together effectively. Everything else in education is now of secondary importance. Reading, writing, and arithmetic are still important, but they are not now the "fundamentals" of education. They, and everything else that is taught, must now be

taught as means to the accomplishment of the fundamental purpose of all education, learning to live harmoniously with other people and groups of people in a world in which there is enough destructive power available to blot out the entire human race.

Let us look for a moment at a few of the problems I have characterized as "crucial." Why do Russia and the other great nations find it difficult to cooperate? Why do the Communists and the Nationalists fight each other in China? Why do employers and workers in our own country engage in such bitter conflicts? Why do so many of the marriages entered into by American men and women end in divorce and broken homes? Because people do not understand each other. Because they are selfish, thoughtless, and greedy. Because they want more power, more prestige, or more authority than others have. These are the tendencies of human beings which lead them into conflict and which, unless they are now controlled, may soon lead them into extinction.

The fundamental purpose of all education since 1945 must be to teach people to control these tendencies. Nothing else that could be taught is today in any way comparable in importance with the social attitudes, understandings, and skills that promote successful cooperative living. Every procedure and device in education must now be measured in terms of its contribution to effective human relations. Each subject of instruction and each activity in the schools must now be weighed and evaluated in terms of its relative effectiveness in promoting constructive attitudes toward, correct understanding of, and helpful behavior in relations with other people.

Can Education Save Us?

Someone may ask, "Is it not asking too much of education to expect it to control the suspicion, fear, selfishness, and lust for power

which have motivated men since the beginning of recorded history?" I can only say: "There is no other hope than education. We must try it!"

Let us suppose, for example, that by spending two or three billion dollars for research the chemists of the United Nations might be able to develop a new drug of such a character that by taking only one dose of it a man would immediately become unselfish, considerate, democratic, patient, cooperative, and helpful toward all other men. What chance would there be of persuading Mr. Stalin or Mr. Molotov to take a dose? Or even Jimmy Byrnes? I doubt whether all of us here in this room would be willing, immediately, to swallow such a pill.

Let us assume for a moment, however, that every person in Russia could be persuaded to take the drug. Is it probable that the officials of all the other countries of the world, knowing that the Russians had become reasonably generous, would take no unfair advantages of them? No! Nationalism has been so deeply planted in the peoples of the world that, as soon as it could be cured in one nation, the other unregenerated nations would probably fall upon it and tear it to pieces. Whatever is done to correct this disease must be done in all countries simultaneously. We must all swallow the same pill. From now on, there can be no confident security for any group of people until all peoples have been brought under a common world government and are learning to be responsible world citizens.

There are many who say: "We have the atom bomb. Let's hold on to it and use it to force all nations into a security league." In other words, these people advocate the use of physical force to bring about an organization of nations that would conform to our American political ideas and habits. That was essen-

tially the reasoning used by Adolph Hitler. He wanted peace in Europe and tried to force other countries to accept his personal formula for peace. The very same reasoning had been used before him by Napoleon, by Caesar, and by Alexander. But force has never been able to establish a continuing peace. When peoples are forced to accept outside controls which they do not understand and which they have not chosen for themselves, they always resent and oppose them. They organize "underground resistance movements," which grow in size and strength until they are finally strong enough to rid themselves of the "tyrants." Mere physical power has never established and never can establish a continuing security organization.

If there ever is a successful world security organization, it will have to be recognized by the peoples of the world as necessary, representative, and fair. It must be just in its dealings with all member groups, and it must have within its own constitution the machinery for modifying itself as changes occur in the conditions within which it operates.

The speed with which conditions change in the modern world is amazing, and it is constantly accelerating. One year ago today the United States was the most powerful nation the world had ever seen, with more trained men and efficient war materials on foreign soil than any nation had ever before sent abroad. Today, due to the well-intentioned demands of parents and relatives, all of them good American citizens, we are, except for our stock pile of atomic bombs, a distinctly second-rate military power. The conditions and relationships of nations change so rapidly in these days that no hard and fast agreement can ever be just and effective for more than a few months. No static treaty of peace can now preserve the peace of the world for any considerable length of time. The only hope of a continuing peace in this new age lies in a

living, growing, self-adapting world government, supported by intelligent, well-informed, responsible world citizens.

What can be done to develop such world citizenship? There is certainly no hope of forcing it upon the population of the world; and yet the people of the world must understand it and must accept it as their own before we can ever hope to establish and maintain an effective world government. How can the peoples of the world acquire common understandings of the absolute necessity for international agreement and cooperation? How can they become aware of the vital needs, the high aspirations, the selfish natural tendencies, and the human weaknesses that we all have in common?

Communication the Key

The only answer, of course, is "through contact and effective communication." Until the peoples of the world do have vital contacts with each other and actually do exchange experiences and ideas, they cannot be expected to realize how much they have in common. Fear and suspicion are bound to exist and to interfere with effective cooperation between individuals, or between groups, until there has been a real "meeting of minds."

Effective communication and understanding is the key to constructive cooperation, not only in international affairs, but in every other field of human relations. The vital problems of capital and labor, of racial prejudice, of economic inflation, of unemployment and industrial depression, of safety on our highways, and of homes broken by divorce can never be solved without mutual understanding among the human beings concerned; and mutual understanding, in turn, is impossible without effective meeting of minds through communication.

Those who teach the language arts in this new age of atomic fission have, therefore,

a heavy responsibility for the entire future of civilization. If the language arts are not effectively learned and used, members of the human species will be unable to communicate with each other as well as they should, will therefore have unnecessary misunderstandings and conflicts, and may possibly annihilate each other within a few decades. Herein lies the greatest challenge that has ever faced us who are teachers of the language arts. We dare not fail to meet it! Our pupils must learn at the earliest possible moment to communicate their experiences, their thoughts, their judgments, and their aspirations with maximum effectiveness.

The ability to communicate is, however, not enough. If homes are to be established on a sound basis and so preserved, if communities are to be desirable places in which to live, if the production of goods and services is to be carried on for the good of all, and if the peoples and nations of the world are actually to live together helpfully and in peace, there must be developed in those whom we teach, not only the *ability* to communicate with and to understand other people, but also the *determination* to cooperate wholeheartedly with them and the daily habits that make effective cooperation a reality. Without those attitudes toward fellow human beings which cause an individual to be determined to cooperate with others for common ends, the knowledge which is made possible by communication skills may never actually be acquired; or, if acquired, may never be used for those ends.

Developing Right Attitudes

The fundamental purpose of all education and of all teachers in this new age must be the development of those attitudes toward others which make an individual want earnestly to cooperate with them. An individual who has really developed these attitudes will be determined to master the tools of commun-

ication and cooperation. He will want wholeheartedly to develop those habits of working with people which make cooperation effective. Without these cooperative attitudes as basic motivation, however, any instruction which is given in reading, writing, speaking, listening, or other activities may actually be used to create misunderstandings, quarrels, and fighting, just as readily as to promote mutual respect, understanding, and cooperation. The fundamental difference between a quarrelsome individual and a cooperative person, between a warmonger and a peace maker, lies in their inner attitudes toward other people. The most important criterion for evaluating the success of every teacher in this new age which began a year ago is, therefore, the degree to which that teacher, regardless of the school subject he is supposed to be teaching, actually strengthens the student's attitudes of cooperation and helpfulness toward other persons.

Every one of the crucial problems facing the peoples of the world today are direct results of selfish and uncooperative attitudes, and the final solution of every one of these problems rests upon the development of truly cooperative attitudes, which development is, as I see the situation, the primary duty of every teacher.

The Preamble to the Constitution of the United Nations Educational, Scientific and Cultural Organization states this idea in these words: "The Governments of the states, parties to this Constitution, on behalf of their Peoples, declare that since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed." The greatest job of every teacher today is the construction of the defenses of peace in the minds of men, and the fundamental factor in those defenses is in every case a genuine desire to cooperate with others for the common good of all.

Putting First Things First

How should the language arts be taught in this new age? What modification should we make in our instructional procedures in order to make the largest possible contribution to the survival of our students and of civilization? How can instruction in the language arts make the greatest possible contribution to solutions of the other crucial problems that face the people of America and of other sections of the world in this new age?

It is obvious, I believe, that we must put first things first. Students and teachers must now measure their success primarily by the improvements that take place in their attitudes toward and their relations with other people. Improvement in spelling, punctuation, sentence structure, pronunciation, word recognition, and other language skills are still important; but they are important chiefly as tools for communication with and understanding of other people, and they must be taught and evaluated in these social terms rather than as ends in themselves or as mere personal acquisitions.

It is also obvious, to me, at least, that we dare not be satisfied today with objective evidence that Johnny can, when stimulated by a standard test, read at the normal rate for his grade and with normal comprehension. We must be equally or even more concerned with how much and what he actually is reading on his own initiative. The nature of the student's reading and writing interests must be of even greater concern to us today than the present potential efficiency of his reading and writing skills. Our bodies are not nourished by the food we are able to eat, but only by the food that we actually do eat. Other people are not going to be influenced by the speeches we could make, but only by the things we do say. We, in turn, are not informed or inspired by the articles and books we have the ability to read, but only by those

we actually do read. It is the duty of all of us who are teachers of the language arts in 1946 to develop in students the social interests and inner compulsions which lead them to want to understand and to want to communicate with others, even more than it is our duty to develop the technical skills in communication which might be effective, if used.

So Little Time

In the development of the skills of communication, we must no longer be satisfied to use anything less than the most efficient instructional procedures known. The time is now so very short, and the necessity for mutual understanding is now so very great that the use of inefficient procedures can no longer be condoned. Those whom we teach must not only possess intense desires to cooperate with others for the common welfare, but they must also be able to express their attitudes so effectively that others will be convinced of their sincerity and inspired by their example to adopt similar social attitudes.

Fortunately, the most efficient time to teach a language fact or skill is at the moment when the learner has something that he wishes very much to say to a particular person or group in order to convey an important fact, judgment, or point of view. Similarly, the most effective time to teach a reading fact or skill is at the moment when the learner earnestly wants to find out what someone else has said regarding some matter that has deep interest for him. This makes it possible for the teacher, simultaneously: (1) to encourage and deepen the learner's interest in the problem that concerns him, (2) to give the specific information or suggestion that the learner needs at the very moment when it is most welcome and most likely to become a part of his permanent equipment, and (3) to plan for the learner other situations in which the information or suggestion will be pertinent to the successful accomplishment of his vital

purposes. In more familiar pedagogical language, initial instruction and planned reviews of language items are most efficient when they grow out of the teacher's efforts to strengthen the wholesome interests and social purposes at which the learner is already earnestly working.

This point is so important that a few of the psychological principles behind it are worthy of brief review. Every student of modern psychology is familiar with the evidence that a reaction which is learned in one situation is not likely to be transferred and used in another unless the new situation is recognized by the learner as being made up of elements which are identical with the elements of the original situation in which the reaction was learned. Too often, however, we have overlooked the fact that the most significant element of which the individual is conscious in the later situation is his own desire to accomplish an important purpose. If a reaction was originally learned in a situation that included, so far as the learner was concerned, no really strong purpose, or only a half-hearted desire to please the teacher, we need not expect the individual, in a new and to him vitally important situation, to recognize many of the elements which were present in the original learning situation. If we want a learner to be able to use a response in a new and purposeful situation, we must see to it that the learning situation itself is vital and full of purpose for the student. It is the responsibility of the language arts teacher to see that the pupil's purpose in the situation where a language item is taught is as nearly identical as possible with the purpose which that student will have in the later situations in which the item will be needed. The two situations are not likely to be recognized as composed of identical elements if the dominant element in the second situation, a vital purpose, was not present in the original learning situation.

Knowing the Learner

This principle, teaching a language or reading skill at the moment when the pupil himself feels a real need to use it as a means of accomplishing a purpose which is vitally important to him, emphasizes the necessity that the teacher be thoroughly acquainted with the individual student's current purposes, interests, abilities, and sensitivities. There is little educational value in suggesting to an individual that he make a certain response in a given situation (1) if the individual himself is not fully aware of what the situation is, (2) if he cannot make the suggested response, or (3) if he has no vital purpose that would be served by making that response in that situation. As Dr. Betts so often says, "a teacher must *learn* her pupils before she can *teach* them."

The only type of situation in which the same language fact or skill can be efficiently taught to an entire group of pupils simultaneously is one in which the teacher is sure that all pupils have the same vital purpose, equal ability and readiness to make the appropriate response, and equal sensitivity to the elements that make up the situation to which the response is appropriate. Such uniformity in purpose, readiness, and sensitivity to the situation is, however, relatively rare. Through long-established custom, the public has come to think of teaching as a task in which twenty or more students do identical things simultaneously under the direction of a teacher. Such a procedure is in most cases extremely inefficient, and in this new age which began a year ago we dare not continue to use inefficient instructional procedures. We must employ procedures that produce maximum learning and retention in the individuals with whom we are working, regardless of the traditions that were established concerning the teacher's task in pre-atomic ages. We must also educate the public to understand the relatively inefficient nature of the traditional procedures.

Teachers of reading and the other language arts, in common with all other teachers in 1946, must strive above all else to develop in their pupils the desire to live and work together cooperatively for constructive common ends. This desire will be stimulated and strengthened primarily by successful experiences in working together for such ends. People develop an interest in working together and a strong desire to cooperate with others through happy experiences in doing so, rather than through being told that they should do so. Teachers in this new age must therefore make maximum use of cooperative pupil activities.

In connection with interesting experiences which involve cooperative planning, doing, and evaluating, there are always rich opportunities to develop the varied skills involved in communication. Under the stimulation and guidance of an efficient teacher of the language arts, the individuals in a class which is visiting a dairy farm, for example, will grow in their understanding of and desire to cooperate effectively with other people, and in their skills and habits of cooperation, as well as in the special skills and understandings of the language arts: listening, speaking, reading, and writing.

Enriching Experience

While the teacher of language arts is giving special attention to the guidance of her pupils in their development along these lines, she should not overlook the splendid opportunities that are also available in every worth-while group activity to encourage the individuals in her class to develop greater knowledge and appreciation of the world in which they live. The excursion to the dairy farm, for example, offers rich opportunities for learning in such fields as geography, botany, zoology, nutrition, art, arithmetic, economics, and agriculture, as well as in human cooperation and the language arts. While the

language arts teacher may not be an expert in these other fields, she should certainly be an expert in child development, and she should be alert to every opportunity to guide her pupils into larger understandings and appreciations of their environment. In a similar way, of course, the teacher of art, of science, or of arithmetic who is taking her pupils on an excursion, or guiding them in some other activity, should always be alert for opportunities to help them improve their skills in reading, discussion, spelling, and other language activities. Every teacher, regardless of her field of specialization, must today (1) be a teacher of cooperative attitudes and human relations, (2) be a real expert in stimulating and developing individual growth in a few specialized fields, and (3) provide her students at every opportunity with intelligent guidance in finding effective sources of information and appreciation in many other fields of knowledge and human experience.

The unique responsibility of the language arts teacher is, of course, the development of effective habits in the field of communication. This responsibility has never before been recognized as being so important as it is today. However sincerely human beings may desire to cooperate for common purposes, there must be real understanding among them, an effective meeting of their minds, before they will be able to cooperate effectively. Each individual citizen must be able to express what he has seen, heard, felt, and thought so clearly that others will be able to obtain a clear impression from what he says or writes. Each person, as he listens or reads, should be able to grasp exactly what the speaker or writer intended to say. Any deficiency in the way a thought is spoken or written, or any inefficiency in hearing or reading it, reduces, by that much, the identity between what is understood and what was really meant. Efficiency in the use of skills in the language arts

is measured by the degree to which what is understood is identical with what was meant—the completeness with which the two minds meet in a common idea, emotion, or experience.

Because of her heavy responsibility for making it possible for this meeting of minds to be complete, the efficient teacher of language arts in 1946 will do everything possible to increase the variety of firsthand experiences of her students and will encourage and help them to discuss and to interpret their experiences in appropriate language forms. It is through applications to many concrete experiences that the full meanings of words grow in the minds of individuals. Group discussions of common experiences are excellent devices for developing identical concepts of the meanings of words. The procedures of the modern teacher of beginning reading, who helps her pupils to enjoy an experience together, helps them to discuss it and to record it in words on a chart, and then helps them to enjoy reading about it and about similar experiences, should be used in appropriately modified form in the higher grades. If we teachers of the language arts are to make the contributions we should make to the solution of the crucial problems of this new age, we must see to it that minds actually do meet on common first-hand experiences, rather than upon mere words. The cooperation needed in the world today is cooperation in doing real jobs together, rather than in making mere verbal agreements which each party may understand in a different way.

In Summary

In summarizing this discussion, I hope that you will pardon me for having been so intensely serious, but I could not today be otherwise. For countless centuries men have allowed misunderstandings to develop into physical conflict and war. Now the means for exterminating one's enemies have become so efficient and so terrible that we dare not have another war. All teachers must today give primary attention to the development of the attitudes and habits which promote effective cooperative living and world citizenship. Teachers of the language arts have, in addition, a unique responsibility for developing those skills and habits which make it possible for different minds to meet on the common ground of identical human experience. The necessity for thorough understanding between individuals, groups, and nations in meeting the crucial problems of this new age is so tremendous that no one can be excused for using ineffective instructional procedures. The language arts must be learned in connection with vital group purposes and first-hand experiences in cooperative activities in order to insure their later effective use in meeting similar problems of group thinking and action. No other group of teachers has ever carried a heavier responsibility. The future existence and happiness of the human race depends in large measure upon how well we do our task. We must not allow ourselves to do less than our best.

Some Outstanding Children's Books of 1946

IRENE B. MELOY AND IRENE GELTCH¹

For the Primary Grades

The Biggety Chameleon. By Edith Pope. Pictures by Dorothy Grider. Scribner, \$1.50.

The adventures of a little chameleon in a sunny Florida garden provide an object lesson in politeness that children will take to their hearts. The gaily colored pictures are as fresh and blithe as the story.

The Donkey Cart. By Clyde Robert Bulla. Drawings by Lois Lenski. Crowell, \$2.00.

The gift of a donkey and cart adds to the delight of a summer on a farm for Linda and David.

A Farm Story. By Elsa Ruth Nast. Illustrated by Masha. Harper, \$1.00.

A lovely picture story book conveying the freshness and delight of a child's first visit to a farm.

It Seems Like Magic. By Josephine van Dolzen Pease. Pictures by Esther Friend. Rand, \$2.50.

Numerous pictures and simple text tell the story of automobiles, power, oil and other "modern magic."

Jacoble Tells the Truth. By Lisl Weil. Houghton, \$.85.

Little Jacoble said he saw a green rabbit as big as an elephant flying through the air. He was not so sure, however, when he came to the bridge that broke in two under the feet of one who has not told the truth. The true folk tale spirit is in this humorous story with the colorful, poster type illustrations.

Johnny and the Monarch. By Margaret Frisk-ey. Pictures by Katherine Evans. Childrens Press, \$1.00.

Johnny and his dog saw not only a Monarch butterfly in all its stages but baby pigs, baby lambs, kittens, a calf and six little ducklings. It is all shown in spectacular, gay colored pictures with a line or two of text to accompany each one.

The Little Duck Who Loved the Rain. By Peter Mabie. Wilcox and Follett, \$1.00.

An appealing picture book about a little duck who sets out to find water and finally arrives at the park pond. Very little text.

The Little River of Gold, a Read-it-yourself story. Written and pictured by Lucia Patton. Whitman, \$1.00.

Second graders will enjoy this story of Judy and Johnny who set out to find the pot of gold at the end of the rainbow and discover instead from an old prospector how to get gold from the creek.

Mrs. Mallard's Ducklings. By Clelia Delafield. Illustrated by Leonard Weisgard. Lothrop, \$2.00.

Beautiful colored illustrations distinguish this simple story with authentic details of how a mother duck brought up her brood.

Pancakes for Breakfast. By Grace Paull. Doubleday, \$1.75.

A spring vacation spent on a farm where maple syrup is made offers novel delights to Ann and Peter. Third graders can read it for themselves. They will enjoy the happy playfulness of the many illustrations as much as the younger children to whom this story is read.

¹Members of the Staff of the Thomas Hughes Room, Chicago Public Library.

Penny and Peter. Written and illustrated by Carolyn Haywood. Harcourt, \$2.00.

Simple, joyous story of two little adopted brothers. Some children may have met one of the boys in "Here's a Penny."

Peter Opens the Door. By Roberta Whitehead. Pictures by Mildred Bronson. Houghton, \$.85.

Appealing little story of Peter, who awaited a fine surprise which was to come when he answered the ring of the doorbell. Excellent for reading aloud to children of pre-school age.

Red Mittens. Story and pictures by Laura Bannon. Houghton, \$1.50.

Humorous story with unusual illustrations telling how little Joe lost and found his red mittens.

Rhymes about the City. Written and illustrated by Marchette Chute. Macmillan, \$1.25.

Although the city is New York, all little children who are becoming acquainted with city surroundings and activities will enjoy the child-like rhymes about the drinking fountain, the mailbox, the doorman and other familiar objects. Copiously illustrated with silhouettes.

The Rooster Crows. A Book of American Rhymes and Jingles. By Maud and Miska Petersham. Macmillan, \$2.00.

Delightfully whimsical pictures with childlike appeal illustrate these counting-out rhymes, skipping rope rhymes and other jingles that have come down from past generations of American children. Awarded Caldecott medal, 1946.

The Store at Crisscross Corners. By Marjorie Medary. Illustrated by Janet Smalley. Abingdon-Cokesbury, \$1.00.

"A place for everything and everything in its place" takes on meaning in this jolly

easy-to-read story of Patsy and Peter and their friend the storekeeper.

Twelve O'Clock Whistle. By Jerrold Beim and Ernest Crichlow. William Morrow, \$2.00.

Mitch visits the automobile factory where his daddy works and discovers that a lot of people have to work together in order to make a car.

When It Rained Cats and Dogs. By Nancy Byrd Turner. Pictures by Tibor Gergely. Lippincott, \$1.00.

Rollicking, rhymed picture book that describes the most remarkable rainstorm that ever delighted cat and dog lovers.

For the Middle Grades

Animal Inn. By Virginia Moe. Pictures by Milo Winter. Houghton, \$2.50.

How children care for small animals and birds temporarily unable to fend for themselves is brought out in this story of a unique Trailside Museum and Forest Preserve Inn.

The Bamboo Gate: Stories of Children of Modern China. By Vanya Oakes. Illustrated by Dong Kingman. Macmillan, \$2.00.

What the youth of modern China are doing—working on the Burma Road, going to school and to market, living in city and country and on the river make up these eight stories for the fourth to sixth graders which contrast the old and the new.

Basketful, the Story of Our Foods. By Irmen-garde Eberle. Illustrated by Marion R. Kohs. Crowell, \$2.00.

Very readable story of the history, uses, cultivation and distribution of our grains, meats, fish, fruits and vegetables. Indexed.

Bayou Boy. By Eleanor Frances Lattimore. Morrow, \$2.00.

Simple, realistic stories about a little Negro boy, his family and friends who live

near a bayou in Louisiana. Large print and appealing illustrations add to its attractiveness for the younger readers.

Big Music; or, Twenty Merry Tales to Tell.

By Mary N. Bleecker. Illustrated by Louis S. Glanzman. Viking, \$2.50.

Contains folk tales from various countries as well as a few modern fairy tales.

Big Tree. By Mary and Conrad Buff. Viking, \$3.00.

The story of a Sequoia tree who survives for twenty-five centuries. An especially beautiful feature of the book is the many full page sepia drawings.

Blue Ridge Billy. By Lois Lenski. Lippincott, \$2.50.

This story of the adventures of music loving Billy who lived in a mountain cove in North Carolina is a distinctive addition to the list of regional stories for children.

Bright April. By Marguerite De Angeli. Doubleday, \$2.50.

"Good neighbors" is the keynote of this appealing story of a little Negro girl's experiences in a Brownie Scout troop.

China's Story. By Enid La Monte Meadowcroft. Illustrated by Dong Kingman, Weda Yap and Georgi Helms. Crowell, \$2.00.

Readable survey of the history, geography and customs of China, stressing the similarities rather than the differences between it and the United States.

Cowboy Boots. By Shannon Garst. Illustrated by Charles Hargens. Abingdon-Cokesbury, \$2.00.

Boys can learn much about ranch life and cowboys from this story of twelve-year-old Bob who learned by hard experience.

Edvard Grieg: Boy of the Northland. By Sybil Deucher. Illustrated by Mary Greenwalt. Dutton, \$2.50.

Another in the series of musical biographies that have proved so popular with children. It compares favorably with the others and young readers will enjoy this story of the Norwegian composer while learning to appreciate his music.

Fairies and Suchlike. By Ivy O. Eastwick. Illustrated by Decie Merwin. Dutton, \$1.50.

The imaginative and poetry loving child will revel in this little book of fanciful poems. The spirit of youth and gaiety which permeates them is well carried out in the illustrations.

Fun with Figures. By Mae and Ira Freeman. Random House, \$1.25.

The basic principles to be learned from geometric figures are presented in such a fashion as might interest the student who finds mathematics dull. *Lines that never meet*, *Shadows measure height* and *Quiver Pictures* are examples of chapter headings.

Fun with Plastics. By Joseph Leeming. Drawings by Jessie Robinson. Lippincott, \$2.00.

Simple directions for making jewelry, boxes, vases, toys and many other attractive gifts from the new colorful plastic materials.

Giant Mountain. By Frances Fullerton Neilson. Illustrated by Mary Reardon. Dutton, \$2.00.

An interesting story of the fuller life that opened up for Ronnie when schoolmates discovered that his father instead of being only a "queer" recluse, was in reality a well read, nature lover who proved in a crisis he had the qualities of a hero.

How the Pilgrims Came to Plymouth. By Olga W. Hall-Quest. Illustrated by James MacDonald. Dutton, \$2.00.

Story of the Pilgrims giving the background of their story, the flight to Holland, and subsequent voyage to America. Simple and entertaining.

Imps and Angels. By Jane Gilbert. Illustrated by Nedda Walker. Dutton, \$2.00.

This swift moving mystery tale centers around the building of the Lincoln Cathedral and offers many interesting details of medieval life.

Joe Mason, Apprentice to Audubon. By Charlie May Simon. Illustrated by Henry C. Pitz. Dutton, \$2.75.

When Audubon traveled from Cincinnati to New Orleans by flatboat to find and draw the birds of the region, he took with him 13 year old Joseph Mason, the boy who lived and studied with him for 18 months. Boys and girls who like biography and nature books will like this story which is imbued with a feeling of the countryside and of the period.

Juggernaut of the Rangers. By Harold Strickland. Illustrated by Paul Brown. Dodd, \$2.50.

Dog lovers will welcome this story of a noble Labrador retriever who has returned from his war service to take up life with his former master.

The Magic Shop. By Maurice Dolbier. Illustrated by Fritz Eichenberg. Random House, \$1.75.

Denise and Dick and their dog Woofle find themselves in the midst of a modern fairy tale when they start out to buy a birthday present for the children's father. Piquantly droll illustrations.

The Music Box Book. By Syd Skolsky. Illustrated by Roberta Paflin. Dutton, \$1.50.

This book provides an enjoyable way of learning how to listen to music. There is a short characterization of orchestra instruments, six well told versions of stories that have a place in the musical field, a list of records to accompany them and an interpretation showing which part of the story the instruments are presenting. Colorful illustrations.

Nobody's Doll. By Adele De Leeuw. Illustrated by Anne Vaughan. Little, \$1.75.

Little girls will feel a decided affection for this story of an old fashioned doll and her friend and protector Mister MacHugh, the scottie. Endearing pictures in black and white and color.

Oceans in the Sky. By Vera Edelstadt. Illustrated by Louis Bunin. Knopf, \$1.75.

Distinctive and striking pictures enhance this story of water that begins when the first raindrops fell on the new-cooled earth.

"Old Abe," American Eagle. By Lorraine Sherwood. Illustrated by K. Milhous. Scribner, \$1.50.

Story of the American eagle who was the mascot of a Wisconsin regiment during the Civil War. An interesting piece of Americana.

Old Con and Patrick. By Ruth Sawyer. Illustrated by Cathal O'Toole. Viking, \$2.00.

An ability to make friends and an interest in a hobby help make life useful and happy for an 11 year old infantile paralysis victim.

Paji. Story by Esther Kiviat. Pictures by Harold Price. Whittlesey House, \$2.00.

A well told story of a 10 year old boy of Ceylon who wins the annual village carving contest. Lively and humorous illustrations in color.

The Picture Story of Holland. By Dola De Jong. Pictures by Gerard Hordyk. Reynal and Hitchcock, \$2.00.

Lively and attractive and packed with details of human interest on such subjects as home and school life, holidays, marketing, and cities.

River Boy of Kashmir. By Jean Bothwell. Illustrated by Margaret Ayer. Morrow, \$2.00.

The activities of a boys' school in the Kashmir valley make interesting reading, especially when combined with the adventures

of little Hafiz who helped to pay his father's debt.

The Runaway Soldier and Other Tales of Old Russia. By Fruma Gottschalk. Illustrated by Simon Lissim. Knopf, \$2.50.

Sixteen Russian folk tales retold in a form suitable for the story-teller or for the personal use of children of the fairy tale age. The humor of the tales is reflected in the illustrations.

The Secret of the Old Sampey Place. By Frances Fitzpatrick Wright. Illustrated by Margaret Ayer. Abingdon-Cokesbury, \$1.50.

A room of her very own with a secret in it makes the new home an especial delight to Judy. Girls in fourth and fifth grade will enjoy this story of country life.

Shooting Star Farm. By Anne Molloy. Illustrations by Barbara Cooney. Houghton, \$2.50.

A good picture of happy family life, this lively story with its slight mystery pictures the difficulties the Keltons had to overcome in establishing a riding school.

Star in the Willows. By Katherine Wigmore Eyre. Pictures by Gertrude Howe. Oxford, \$2.00.

The friendship of two little girls, a Mexican and an American, on a California ranch shines through this story of happy adventures.

Starlight. By Regina J. Woody. Morrow, \$2.00.

In helping to train the proud, beautiful horse, Starlight, Judy learned that to master a horse one must master oneself. Girls will enjoy this story of good times among a group of friends.

Strauberry Girl. Written and illustrated by Lois Lenski. Lippincott, \$2.50.

Awarded Newbery Medal, 1946. Excellent portrayal of life among the "Cracker" families of Florida in the early 1900's.

Too Many Dogs. By Quail Hawkins. Illustrated by Kurt Wiese. Holiday House, \$1.50.

Full of fun and excitement is the story of the white bull terrier named Queenie, that a small boy proudly chose from the dog pound.

Volcano. Text by Tom Galt. Pictures by Ralph Ray. Scribner, \$2.00.

Dramatic, fictionized account of the birth and development of the new volcano in Mexico. Beautifully illustrated with black and white sketches against a gray background.

Wild Palomino. By Stephen Holt. Longmans, \$2.00.

Fast moving story of a boy's efforts to capture the wild, silver and gold stallion.

The Wonderful Year. By Nancy Barnes. Illustrated by Kate Seredy. Messner, \$2.50.

Ellen has many new and happy experiences during the year her family spend in Colorado.

For the Upper Grades

The Avion My Uncle Flew. By Cyrus Fisher. Illustrated by Richard Floethe. Appleton, \$2.50.

Lively adventures of an American boy in France at the end of the Second World War.

Black River Captive. By West Lathrop. Illustrated by Dwight Logan. Random House, \$2.50.

Stirring tale of frontier life during the French and Indian War for older boys.

Clover Creek. By Nancy Paschal. Illustrated by Alice Carsey. Nelson, \$2.00.

Love for plants and growing things helps Lucy Ann earn her living and later leads to romance.

The Gift of the Golden Cup. By Isabelle Lawrence. Illustrated by Charles V. John. Bobbs-Merrill, \$2.00.

Greece and Rome in the days of Julius Caesar come to life in this colorful story of two children captured by the pirates.

Glamorous Dolly Madison. By Alice Curtis Desmond. Dodd, \$2.75.

Very readable biography written with warmth and sympathy.

Gloria, Ballet Dancer. By Gladys Malvern. Messner, \$2.00.

Experiences of 17 year old Gloria who loves dancing and who discovers that to fail once only means to try again. Interesting facts about the development of the ballet are woven into the story.

The Hidden Treasure of Glaston. By Eleanore M. Jewett. Illustrated by Frederick T. Chapman. Viking, \$2.50.

Boys and girls who like the King Arthur stories will enjoy the amazing adventures of two twelfth century boys who set out in search of the Holy Grail.

Jonathan Goes West. By Stephen W. Meader. Illustrated by Edward Shenton. Harcourt, \$2.25.

Exciting adventures of a boy who traveled from Maine to Illinois and back again in the 1840's.

The Kid Comes Back. By John R. Tunis. Morrow, \$2.00.

The Kid from Tomkinsville returns from foreign service to play ball with the Dodgers.

Madeleine Takes Command. By Ethel C. Brill. Illustrated by Bruce Adams. Whittlesey House, \$2.00.

Engrossing tale of a young heroine of 250 years ago, who, thru valor and clever strategy, defended a fort against a band of raiding Mohawks.

Mystery at Laughing Water. By Dorothy Maywood Bird. Illustrated by Gertrude Howe. Macmillan, \$2.00.

A group of teen age boys and girls at a summer camp in upper Michigan have jolly times and incidentally uncover a mystery.

Red Silk Pantalettes. By Martha Barnhart Harper. Illustrated by Betty Morgan Bowen. Longmans, \$2.25.

A happy story of the 1850's and Martha Jane, whose dreams of romance and a red silk dress came true.

Romance for Rosa. By Rachel M. Varble. Doubleday, \$2.00.

Lively and colorful historical tale offering two distinct settings: the London of King Charles II and colonial Virginia. The story centers about a young girl who sails to Virginia as an indentured servant and who faces her new life as a bound girl on a small tobacco plantation with courage, endurance and gay spirits.

Russia's Story. By Dorothy Erskine. Illustrated by Bob Smith. Crowell, \$2.50.

History, government, social life and customs are set forth in readable fashion. Lively drawings and pictographs add to the interest.

Scandinavian Roundabout. By Agnes Rothery. Illustrated by George Gray. Dodd, \$2.50.

A delightful book for recreational reading. It contains much interesting information about the legends, history and social life of Norway and Sweden.

The Sea Is Blue. By Marie A. Lawson. Viking, \$2.00.

A delightful tale of old Nantucket in which a shy, sensitive boy is enabled, partly through the friendship of a young girl, to find his true place in life.

The Silver Strain. By Kathrene Pinkerton. Harcourt, \$2.00.

An animated story of the Jackmans' successful struggle to overcome the disasters that befell their silver fox farm in northern Ontario.

Sun, Moon and Stars. By W. T. Skilling. Illustrated with Photographs. Whittlesey House, \$2.50.

(Continued on page 357)

Vocabulary Development

BERTHA HANDLAN¹

A rich, precise, extensive vocabulary has commonly been associated with social position or power or success. Indeed, an extensive vocabulary has been a fetich, as though the ability to recognize or use a great number of words gave one special significance or prestige. In consequence, schools have always been at least nominally concerned about development of vocabulary. In the 1920's and '30's, when teachers read or misread the results of research, the teaching of vocabulary assumed *special* importance, for vocabulary became specifically associated with a number of desirable outcomes. Vocabulary seemed related, for example, to success when studies revealed such facts as the incidence of extensive vocabularies among men in important executive positions. Vocabulary became associated with intelligence and with general achievement in school subjects when teachers discovered the high correlation between scores on vocabulary and intelligence or achievement tests; and, with ability to read when they found that marks on the vocabulary sections of reading tests were closely related to total scores on the tests.

Material success, intelligence, ability to read, social position, and power are not, of course, the *result* of a large vocabulary. The close association between high scores on vocabulary tests and those on measures of intelligence, reading ability, and scholastic achievement or between possession of an extensive vocabulary and attainment of some degree of business, professional or social success is not, necessarily, a cause-and-effect relationship.

Obviously, "a large vocabulary" carries with it no special virtue, no magic. Just as obviously, however, students who "have not learned to be lords of the word" are seriously

handicapped; citizens who cannot understand the vocabulary of press, radio, and motion picture are civic cripples, liabilities, not assets, to a state; people so limited in vocabulary that they find no joy in reading nor any release in expression are denied high pleasure and a wholesome outlet for their fears and hopes.

Teachers are certainly convinced that the development of vocabulary is one of their most important jobs; students voluntarily seek first aid for their weak and halting vocabularies; adults throng classes in English and reading, and show great interest in the word games or vocabulary tests that are now appearing in big-circulation magazines, in the word games on the radio, and in books and pamphlets which guarantee their readers a short cut to verbal facility.

But interest in development of vocabulary does not insure effective teaching and learning of words. In spite of the vast amount of research in the field of vocabulary and language, in spite of what we know about how language grows and how one's command of language develops, some schools still pin their faith on a formal, sterile, "look the word up in the dictionary" attack on problems of vocabulary. Other schools, to be sure, are doing an honest, realistic job of helping students acquire a socially useful and personally satisfying vocabulary. In such schools, teachers are aware that "teaching vocabulary" is not a simple and easy drill process, but rather a difficult job complicated by many problems which cannot be neatly solved.

Possibly a brief discussion of some of the most challenging and pressing problems will

¹The University of Colorado, Boulder, Colorado. This paper was read at the Pennsylvania State College Reading Conference, August, 1946.

be a profitable way of suggesting ways of developing vocabulary.

Words and Meanings

One problem arises from our failure to understand how words acquire meaning for a reader. That words *do* get their meaning by way of the experience of the reader is so trite a statement that one hardly dares to say it. Yet in school after school, it is possible to see teachers who rely solely on such methods of developing vocabulary as assigning five new words a day from some basic list, teaching lengthy lists of suffixes and prefixes, giving multiple choice drills in vocabulary—methods that ignore the role of experience.

At the other extreme, of course, one finds teachers who believe that a reader's reaction to a word gives it its *final* meaning—at least for that reader. Such teachers are apparently content when a student reads into a word his own meaning, regardless of the meaning the author obviously intends and regardless of the conventionally accepted meaning of the word, or when a student uses a word inaccurately, and defends his choice by saying blandly, "Well, it's what *I* mean by that word."

More realistic is the teacher who helps students understand that words do have commonly accepted meanings which they must know if communication is to take place between writers and readers; that words have the meaning suggested by the *writer's* experience and intention—and possibly the writer's bias; and that they have overtones which arise from the *reader's* experience. Such a teacher does not fail to show students that even very simple words have multiple meanings and that the appropriate or reasonable meaning in a given selection must be determined by the total environment of the word—its relation to other words in the sentence and paragraph, its relation to the whole tone of the article and to the author's probable intention, its

function in the sentence. Students must learn that they can arrive at the intended meaning of some highly controversial, emotion-packed words by deliberately discounting for the moment their own reactions to the meaning suggested by the words—reactions which, of course, stem from the reader's experience. Thus, a student who is a strong Republican and a staunch supporter of "free enterprise" may have some difficulty reading a calm, direct, factual article about the victory of the "Labor" party in England, or the establishment of British "Socialism," unless he puts aside his own personal distaste for "labor" and "socialism" and considers the literal meanings which the words have in a British setting and in the framework provided by the article itself. Otherwise, he does violence to the "real" meaning of the words in the article; he ignores the common ground of meaning upon which we must all stand if communication is to be at all possible.

Obviously, no one can neatly set aside the emotional feelings which some controversial words arouse. But students can learn to *control* the effects of their own experience to some extent, so that they read in this order: What does the author say? How do I feel about it? A teacher can help students attain this maturity by showing them how their own limited or distorted experiences sometimes distort the meanings of words they see or hear, and by deliberately widening and deepening their experience so that their emotional reactions to certain important controversial words are in line with socially desirable practices. By no means should it be suggested that students should not be encouraged to react as critically as they wish or as emotionally as they will to anything they read. Critical reaction to words and ideas is socially important, for people who "know what the words mean" but never judge their validity or worth are not good readers.

The Role of Experience

A reader's experience naturally determines "what he gets" from all kinds of writing, not from discussions of social questions only. The meaning which a poem has for him is deep and rich in proportion to the depth and richness of his experience; his appreciation of a poem is increased as his experience is increased, for his own expanded and deepened background will enable him to get an increasing number of overtones from the imagery. And even in the reading of those poems which are a personal delight and not a social document, a student should say somewhere in the process of reading: "What is the poet saying?" and then, "What does it mean to me?" Again, the responsibility of the teacher is to see that students have the experiences which will enable them to read poetry; to insist that they find the common ground of meaning; and finally, to encourage free and open criticism, appreciation, reaction.

No teacher or school can provide all the experiences that will give meaning to all the words which a student may encounter. But certainly it is every teacher's job to make sure that young people at least understand how their own experience gives meaning to the words they read; that they are given deliberately contrived and planned experiences which will help them to read commonly used, controversial words more intelligently than they do; that they understand that words do not have single meanings; and that they know some methods by which they can decide which of a variety of meanings is the most reasonable in a particular situation.

New Means of Communication

Another problem arises from our rapidly expanding and changing means of communication. Radio, picture magazines, motion pictures, cartoons and comic strips are avenues of communication employed more frequently

than books and magazines. Utterly unrealistic are methods of developing vocabulary which discount or ignore the tremendous influence of these mediums. It is not appropriate here to discuss the unique educational values of mass means of communication or the serious social problems which they may present. But it is proper to consider the effects which these have upon a student's reading vocabulary.

Unquestionably, the experience of young people is deepened and widened by some of the radio programs they hear, some of the picture-word combinations they see, and some of the motion pictures which they attend. Words that were once empty symbols come alive. By way of motion pictures, a youngster from the plains of North Dakota can get almost firsthand experience with such unfamiliar concepts as "skyscrapers" and "city streets." A Southern boy learns at least a little about what the word "blizzard" really means when he sees in news photographs the devastation left by a Minnesota blizzard. A student gets a new notion of such previously empty abstractions as "suffering," "famine," "desolation," when he sees the pictures coming from Europe and the Orient. When in a round table discussion on the radio he hears discussed the problems of *management* and *labor* he perhaps gets new light upon two emotion-packed words—and incidentally, he may discover for the first time what a "round table" discussion is. Perhaps he hears words that he does not encounter in the ordinary speech of his day or sees defined in pictures words that are new to him.

Possibly, of course, radio and pictorial means of communication may be indirectly or directly detrimental to the reading vocabulary of a student. The pace of radio and motion pictures may make him so impatient with the relatively slow process of reading words that he does not take time to read or to read care-

fully. The stereotypes of radio and motion picture may make him reluctant to submit to the sterner demands of good fiction. Inaccurate listening may make him guilty of a disproportionate number of malapropisms and may lead him to read words as inaccurately as he hears them. His own taste in radio, motion pictures and picture magazines may practically guarantee that his experience will be little deepened and broadened—and the great amount of time that he spends with radio, motion pictures, and comic books may well mean that he has no time to deepen his experiences through any kind of reading.

We actually know very little about the effects of mass means of communication on development of reading vocabulary. But just as an alert teacher feels that he cannot ignore the radio and motion picture because they are important social developments, so he should feel—as a teacher of reading—that he cannot ignore the effects, good or bad, which such mass means of communication may have upon reading vocabulary.

Faulty Methods of Teaching

A third problem arises from some of our own faulty or unfortunate methods of teaching language and reading. For example, we commonly urge students to use "vivid" words, to create "word pictures," to make their speech and writing "colorful." And we sometimes forget to add that they must not sacrifice truth for color, validity of experience for vividness. As teachers of composition know, many students get the notion that fine writing is good writing. These students are bemused by a flow of fine words which they encounter in reading—no matter how basically false the ideas behind the words may be. Ask students to read this excerpt from Mark Twain's "Double-Barrelled Detective Story":

It was a crisp and spicy morning in early October. The lilacs and laburnums, lit with the glory fires of au-

tumn, hung burning and flashing in the upper air, a fairy bridge provided by kind Nature for the wingless wild things that have their home in the tree tops and would visit together; the larch and the pomegranate flung their purple and yellow flames in brilliant broad splashes along the slanting sweep of the woodland; the sensuous fragrance of innumerable deciduous flowers rose on the swooning atmosphere; far in the empty sky a solitary oesophagus slept on motionless wing; everywhere brooded stillness, serenity and the peace of God.

An appallingly large number of high school and college students will say that that paragraph is good description—vivid, colorful. They are so intoxicated by fine words that they do not see the absurdities. They accept even the presence of the solitary oesophagus, apparently on the theory that the meaning which most of them *do* have for the word cannot be the right one in a paragraph otherwise "vivid and picturesque."

A misreading of a paragraph like Mark Twain's may not be a matter of serious social concern. But unfortunately, students are just as thoroughly deceived by the flow of words used by writers who are deliberately setting out to falsify.

Another unfortunate attitude toward words derives from our methods of teaching language, grammar, and composition. Teachers are certainly aware that the English language is not static. "Rules" of grammar have to be constantly adjusted to the realities of usage: a word one day labeled a noun, the next comes into general use as a verb; new words come into the language—from other languages, science, trade, and the like; words change in meaning; "levels" of language appear and shift and change. Although teachers know these things, many programs in English

fail to reflect their awareness of the way language grows and develops.

In a typical language program, words are analyzed, pigeonholed, classified, meanings of words are set—and often in a pattern which does not square with current usage. Young people fail to see a fact about language that will help them read words more accurately than they do: that the meaning of language is determined by its setting, by common consent, by natural changes in society, and not by rule.

Students who know something about the character of language are not surprised or thwarted when they find in a 17th century poem or 19th century novel words which are used today in a different sense; or in a current magazine, words which they cannot find in a dictionary; or in reputable periodicals words which their textbooks condemn as slang. Nor are they dismayed when they discover that they have to work hard to understand an essay written at a level of language different from the easy, conversational level to which they are accustomed.

Such students—by virtue of understanding something about language—are not, of course, equipped to cope with the difficulties which shifts in meaning and functions of words entail. But they are at least better prepared to do so than students who think of language as rigidly fixed.

Still another unfortunate attitude about language is engendered by our habit of teaching lists of words out of context. Not only is the procedure largely wasted effort, but it also suggests to students that they have no responsibility for words beyond those specifically taught and that words have meaning outside context.

Still a fourth unwise teaching procedure can be mentioned—our failure to integrate the language arts: writing, speaking, listen-

ing, and reading. An integrated program in language means that free and active *use* of language is provided for. It means that one "kind" of vocabulary reinforces and enriches another, so that young people's "reading vocabulary" is enriched by words which we ordinarily think of as part of their "speaking vocabulary" or of the vocabulary which they understand but do not recognize or use.

Finally, the still prevalent one-textbook courses we teach practically guarantee that young people will not acquire an extensive vocabulary—and do not, in turn, guarantee that they will acquire an equally desirable depth of vocabulary. We have evidence to show that broad, extensive reading—with some attention to words—is one highly effective way of developing students' vocabularies.

Our always lively interest in *intensive* reading has been spurred by the "reading in slow motion" procedures which have been suggested by the work of the general semanticists. Certainly there is great value in having students read slowly, carefully, accurately, with attention to precise meanings. But there is equal value in having them read rapidly, extensively, and broadly; in having them use newly acquired reading skills.

Developing Adequate Vocabularies

A fourth—and very practical—problem comes about through our inability to decide upon the most effective ways of ensuring development in vocabulary. In the preceding discussion, a few teaching methods have been suggested or implied. But because all of us have to face the inevitable question of what and how to teach, we are naturally very *specifically* concerned with how we can best help boys and girls develop adequate reading vocabularies.

Many studies have been made to determine the value of teaching vocabulary by one method or another. Teacher A finds one

method effective; teacher B, another. Almost every textbook we use suggests ways to develop word power. More and more books like *Word Wealth* and *Thirty Days to a New Vocabulary* are appearing on the market. We investigate the "semantic approach" to vocabulary; we study Mr. Thorndike's book of suffixes and consider a program of word building. As classroom teachers, pressed for time, we are bewildered by the riches before us and know not which ones we want.

Perhaps from the mass of information at our command and from our own experience we can pull together a few suggestions about developing vocabulary.

First, whatever else our program does, it should teach students independence in attacking unfamiliar words. We cannot supply for them all the meanings for all the words they will meet. No one method of attack will work all the time. It follows, then, that the most effective student will have at his command a variety of methods, which he can learn to use sensibly and profitably.

For example, he can sometimes determine the meaning of unfamiliar words if he knows a few important roots, suffixes, and prefixes. But he—and his teachers—should recognize that an undue amount of time spent drilling on parts of words is not profitable and that not all words respond neatly to analysis of parts. Suppose that a student knows that the prefix *in* and its variates generally means *not*, *into*, *in* or *upon*. He then meets the word *invaluable* and tries to get its meaning by using his knowledge of *valuable* and the prefix *in*. Witty and LaBrant² point out that students may need to know the meaning of a resulting word before the combination of root, prefix or suffix makes sense. Thus, they say, the root *graph* (write) plus *phone* (sound) has meaning as "Writing a Sound"

²Paul Witty and Lou LaBrant, *Teaching the People's Language*. American Education Fellowship, 289 - 4th Ave., New York, 1946.

only if a reader already knows what a phonograph is. A study of *parts* of words, then, should be only one method of attack which a student can try.

Another attack he can make upon unfamiliar words is through context. Again, this method is not foolproof; it may well lead to superficial reading. But a student can very profitably learn—and use—some of the common ways in which meaning can be deduced from context. He can learn that words are sometimes used in pairs, as parallels. In the following sentence³, if he knows the word *decayed*, he may be able to arrive at the general meaning of the harder word, *tainted*:

We should be very careful not to eat tainted or decayed food.

Words are sometimes defined by illustration and example, as is *termagant* in the following sentence:

Tom's wife was a tall termagant, loud of tongue and strong of arm. Her voice was often heard in wordy warfare with her husband.

Sometimes they are defined by "remote synonym" as is *siesta*:

I always take a *siesta* after lunch.

You'll hardly have time for a nap, I fear.

Words are sometimes defined by contrasts, or opposites:

Plants conserve energy, while animals *dissipate* it.

In this sentence, the unfamiliar use of *dissipate* can be obtained by contrast with the relatively familiar word *conserve*.

The student can make still another attack on unfamiliar words by trying to sound them out, with the hope that the word is one which he knows when he hears it. Again, this method is obviously effective for some words, not all, but it is a weapon which students can profitably add to their arsenal.

³The following sentences have been adapted from a number of Standard High School textbooks.

We can, I think, take for granted that a fourth weapon which helps students gain independence is the dictionary. Teaching students to "try out" the manifold meanings they get from the dictionary, teaching them to observe the function of the word as it appears in context, and showing them both the strengths and weaknesses of the dictionary will help them use it effectively.

It goes without saying that the materials used to teach students these and similar techniques should be drawn from something that the students are using, so that the result of the teaching is immediately obvious. If students gain independence in finding meanings of words, they no longer have to rely on their teachers. They no longer give up because "the words are too hard." They are on the way to a mature approach to reading.

Second, we have to teach students as much as we can about shifts in meaning, metaphorical language, the connotations of words, and the like. In addition to the indirect ways of doing this which we have already suggested, students seem to profit from a number of activities which will help them see how evasive—as well as how powerful—words can be. Rewriting slanted headlines, writing sentences using as precisely as possible a given list of synonyms, substituting synonyms and noting the changes in meaning which a sentence takes on, writing precise, comparing the words used in a poem and a bit of factual writing on the same subject, writing or telling the literal meaning of metaphors, placing words on a scale from "general" to "specific" or "liberal" to "conservative," writing definitions of controversial words, using a word as many different ways as possible—these and dozens of other techniques have occurred to teachers. The value of such procedures is enhanced if the "drill" material is functional—closely related to something which the students want

or have to read and if teachers see to it that each student immediately tries to put his newly learned ideas to work.

Third, students may occasionally profit from any of a miscellany of word drills and activities, provided once more that these are relevant to some real purpose. From dozens of teachers' handbooks, manuals, courses of study and the like come suggestions. To mention a few will serve to illustrate the kinds of activities often used:

- (1) Having students "make dictionaries" of their own.
- (2) Teaching the building of words by having students learn roots, suffixes, prefixes.
- (3) Having students classify words in reading lists made from their reading; thus,

WORDS MET IN SCIENCE

Earth Elec-

Health Science tricity Weather
contagion erosion volt humidity

- (4) Having students use homonyms, synonyms, antonyms.

Such activities may readily become so formalized that they have little permanent effect upon development of vocabulary, but judiciously used, they undoubtedly have some value.

Finally, as has been suggested throughout this paper, growth in vocabulary goes hand in hand with growth in experience—the natural, everyday experiences which boys and girls have, the selected experiences that we can offer them through such means as wide reading, motion pictures, radio, excursions. A knowledge of the limitations and strengths of the youngsters we teach will help us choose the experiences which we will try to provide. We can deliberately set about getting students ready to read; we can reinforce

their reading; we can clinch a student's understanding of a word by giving him the experience of seeing it illustrated and amplified in many ways.

If, then, we help young people become independent in attacking unfamiliar words, teach them the importance of close attention to the precise meanings of words, help them understand their own use of language, and provide an atmosphere which will directly

and indirectly lead to increase in and enrichment of vocabulary, we have truly helped our students. If at times the job to be done seems unduly difficult, we can say to ourselves—as we must with every teaching task—that nothing truly important is easy, that there is no royal road to successful teaching. And we can comfort ourselves that by making students “lords of the words” we have done them and society a great and worthy service.

SOME OUTSTANDING CHILDREN'S BOOKS OF 1946

(Continued from page 349)

A stimulating and timely book for the beginner that does not pre-suppose much knowledge of mathematics and general science.

Topflight. By Anne Stoddard. Illustrated by Bela Dankovszky. Nelson, \$2.50.

Short, inspirational biographies of thirteen modern career women.

Triumph Clear. By Lorraine Beim. Harcourt, \$2.00.

Warm Springs, instead of the hoped-for college, provides the scene for a young girl's spiritual victory over a physical handicap.

Trudy Terrill: Eighth Grader. By Bernice Bryant. Bobbs-Merrill, \$2.00.

Characterized by a realistic portrayal of early adolescence and emphasis on wholesome and inspiring ideals.

Vagabonds All. By E. K. Seth-Smith. Illustrated by Anne Vaughn. Houghton, \$2.00.

A vivid picture of Elizabethan England forms the background for the exciting adventures of two boys, one the son of Christopher Marlowe.

Wheat Rancher. By William Marshall Rush. Longmans, \$2.25.

Pictures the hardships and struggles of a boy who brings to fulfillment his dream of owning a ranch and raising wheat and horses.

The Wonderful Day. By Elizabeth Jane Coatsworth. Macmillan, \$2.25.

Sally of Five Bushel Farm, almost grown up now, finds romance as well as the answer to a mystery.

Overcoming Speech Difficulties

DORATHY ECKELMANN¹

Speech deviations which have to do with the correct shaping of sounds are commonly encountered by teachers at every level of instruction and in every community. These deviations may range in severity from a slight carry-over of baby-talk or a minor distortion of a vowel or consonant to a highly unintelligible pattern of speech. While the problem looms largest in the lower elementary grades, it is by no means confined to them. Many high school and college students are assigned each year to special speech classes because of an articulatory deviation which calls unpleasant attention to itself or which interferes with the intelligibility of communication.

Again and again teachers ask such questions as: "What can I do to improve the articulation of my pupils?" "Where can I get help with severe problems?" "What can I do without formal speech training?" "Are there materials available?" Such inquiries show the teacher's awareness of the problem and the fact that she feels that somehow it can be met. This is good, for nothing can block a program of speech improvement more completely than the attitude that nothing can be done.

The assumption that if we just let a child alone he will outgrow his faulty speech pattern is all too frequently found both in the schoolroom and in the home. I recall an incident which illustrates the attitude of acceptance. An intelligent young high school orator who had come to us from the Ozarks and who was now being groomed for a state contest was sent to me for help on the articulatory aspects of his speech. After we had met several times he told me quite seri-

ously, "There's no use working with me on those sounds I make wrong. I jest cain't he'p it. Everybody talks that way where I grew up." The "cain't he'p it" attitude rarely has any basis, but it is a very effective block to remedial procedures.

It was my own experience to lisp in the "Thithter Thuthie'th thewing shirtth for tholdierth" fashion. My parents were quite concerned about it when I was a child, but they were assured that I'd *outgrow* the difficulty. With much embarrassment I carried my lisp into high school, and when I fretted about it, I was told by well-meaning friends, none of whom were experts in this field, that I *couldn't help* speaking in this manner because of my high palate and slight malocclusion. Others anxiously inquired if I shouldn't have my tongue clipped. Perhaps that would help. However, nothing was done to correct the lisp because that was the way I had always talked, and it was assumed that I was doomed to continue that infantile perseveration. Piffle! Insight into my problem and speech retraining helped to eradicate the old habit. Unfortunately help came late and after the speech pattern was well-fixed, so that now in times of extreme fatigue and unusual tension I return to a slight lisp.

Procedures in Speech Training

How are we to go about such a program of retraining? Shall we set aside a period each day in which we have regular setting-up exercises for speech? I personally question whether improvement is brought about by a daily class period in which a group of exercises for improving breathing, resonance,

¹Department of Speech, Illinois State Normal University, Normal, Illinois.

or better control of the lips, tongue, jaw, and velum is presented. There are many people who will not agree with this point of view, but I have always felt that it was more profitable to incorporate such exercises in a lesson as they were related to the production of the specific sound being taught. Then I sometimes questioned their effectiveness. The time spent in such exercises could probably have been spent more wisely in extended ear-training.

Before a teacher can do much to improve the speech of others she must not only have a good pattern herself, but she must also be sensitive to speech sounds. If she has a discerning ear, she will be able to catalogue the pupil's errors and know exactly how these deviate from the acceptable production of the sounds. She must be aware of what constitutes an articulatory error.

Very few of us fail to recognize the fault where there is an obvious *substitution* of one sound for another. We easily catch *tandy* and *wabbit* and *birfday*. We also find it relatively easy to detect the *omission* of a sound. *'pot* instead of *Spot* or *i-cream cone*—is rather obvious. *Voicing* errors in which the voiceless sound replaces its voiced cognate or vice-versa are much more difficult to detect. Here the same position of the articulators is assumed for both sounds, but in one the vocal folds are vibrated (voicing) as the sound is produced. If you will run through some of these paired sounds, you can understand why they are frequently interchanged and why they are difficult to hear:

VOICELESS	VOICED
p (as in pan)	b (ban)
t (ten)	d (den)
f (fat)	v (vat)
s (hiss)	z (his)
k (cat)	g (gat)

If you teach in an area where there is a large foreign population, you may hear many

voicing errors. However, a common fault in every day speech in most localities is the use of the voiced *d* in the place of the voiceless *t*. Write this sentence on the blackboard and ask your pupils to read it: "Write a little better letter to Pat about the butter." Note how many times *little* becomes *liddle*; *better*, *bedder*; *letter*, *ledder*, etc. Even more difficult to detect and to define than the voicing error is the *distortion*, *slighting*, or *indistinct* production of a sound. However, if the teacher will attempt to imitate carefully the pupil's error, she can usually discover what the difficulty is.

Types of Disturbances

Now let us relate to the above discussion the common terms that are applied by most of us to articulatory disturbances. You have probably observed that *baby-talk* consists largely of sound substitutions and omissions. "Wead me a 'tory." "I wive in a 'ewwa house by the wailwood twack," are fair samples. Foreign accent in addition to its essential differences in inflection and melody patterns is characterized by substitutions, distortions, voicing errors, and the slighting of sounds. *Denasal* speech which many classify as a voice problem rather than articulation is a distortion due to lack of nasal resonance, so that the nasal sounds are emitted orally. While there is not an out and out substitution as a general thing, we hear something that resembles this, "He was siggig a sog about the subber tibe." *Nasal* speech, which is also classified as a voice problem by some, is a distortion resulting from excessive nasal resonance on non-nasal sounds. If there is no basic organic cause, it can be treated as an articulatory problem. *Metallic* or *tinny* speech usually implies an accompanying voice problem—too high pitch—but much of the metallic quality is cleared when the vowel sounds are improved. Try "tin times tin" versus "ten times ten" and observe that the

first does have a "tinny" sound. *Cluttering* occurs when articulation is at too rapid a rate and sounds are slighted or omitted. Medial and final consonants and long vowel sounds suffer the most. Slowing the speech and articulation of consonants and prolongation of vowels where short-cuts were previously taken will do much to eliminate cluttering. It seems to me that every school has a sprinkling of clutterers. *Slovenly* speech so often used by all of us and that blanket term so dear to the heart of the speech correctionist, *oral inaccuracy*, cover a multitude of errors. Both can be likened to the "file 13" of our military forces. The terms in my thinking are not necessarily synonymous but they are closely related. When the term *oral inaccuracy* is used we imply that there is not a consistency of error, but that final consonants are clipped or omitted entirely and that medial consonants are often replaced by a glottal stop. Errors in pronunciation, diction, grammar usually accompany the articulatory aspect.

Now that you have a better idea of what constitutes an articulatory problem and have become sound conscious, what is there to be done in building a program for improvement? Where do you start? Where can you get help?

Using Available Resources

Before you start mapping out your program, let me urge you again to make the fullest use of the resources of your school and community. If you are fortunate enough to have a speech correctionist in your school system, of course, your major problems—the really serious cases—become her responsibility when you make proper referral. If her load is not too staggering, she may carry the minor problems as well. You may find that you will be called upon to reinforce her work or even to carry the entire responsibility for the improvement of speech characterized by the

influence of a foreign language, regional distortion of vowels and diphthongs, and for general oral inaccuracy. If you approach her with such problems, she will probably be very glad to assist you in diagnosing and in planning methods and materials.

If you have no correctionist in your school or no well-trained speech teacher, perhaps you live in an area which is serviced by a college or university which has a speech clinic. Again help is ordinarily yours for the asking. By all means you should make arrangements to get in to the clinic the child who has a severe articulatory problem, for there is no substitute for good clinical therapy. If the case is not too severe, or if it is not possible for the child to attend the clinic regularly, the correctionist may map out a program for you or the child's parents to follow. Unless the parents are extremely understanding and capable and possess more than the usual share of patience, I suggest that the overworked teacher add another gem to her already heavily studded crown and find some time when he can give the child individual help.

What about those areas where such service is not available? And what about those pupils whose deviations are minor? If you referred pupils on the basis of *dese* and *dem* and *dose* or *braown* *ceeows* and *aigs* and *laigs*, you might find it necessary to refer your entire room. Then what? You know too well that that is where you take over.

Whether you are working with minor articulatory problems or major ones, a discerning ear, a knowledge of the formation of speech sounds, and unlimited ingenuity, to say nothing of unlimited patience, are absolute necessities. However, do not despise any resources that your school may have to offer. If you have a good library of speech books or if you can order books, if you have access to such services as hearing and psycho-

logical and medical examinations, do make use of them if there is any possibility that they have anything to offer you in eliminating or understanding the child's problem.

Steps in Speech Improvement

After you have dissipated the idea that "Susie can talk right if she wants to; she just doesn't try to talk right," you start building on certain principles, and these principles apply whether the pupil offends with the slightest kind of lisp or with speech which resembles a language which for all practical purposes might as well be Hottentot.

Step one in improving Susie's speech is to study it objectively and analytically. This is where your sensitized ear gets its first stint. Instead of saying in hopeless dismay, "Susie doesn't talk plain. I can't understand a thing she says," or, "There's something a little peculiar or off-color about some of Susie's sounds, but I can't put my finger on it," you study her speech carefully and put your analysis down on paper for further reference. That means that in the case of a severe problem you will check in systematic fashion all the sounds commonly used in the speech region in which you live—Southern American, General American, or Eastern American. You will check these sounds in initial, medial, and final positions, and in blends. When you are through with your examination you will not only know that Susie misses the "s" but you will know if she has difficulty with it consistently or whether she omits it, or substitutes a "t," "th," "h," or "sh" for it, or perhaps distorts in an unpleasant manner. Now you have a picture of her needs and you can blue-print your approach. If Susie's speech problem is not extensive, you will not find it necessary to check on all of the sounds, particularly if you hear clearly one deviation such as a lisp or a diphthong distortion.

Where are you to get this material for testing? You can easily assemble your own

test materials, using pictures, sentences, or paragraphs which include the sounds you wish to test, or you can use the test material to be found in most speech books. For non-readers there are picture tests which can be obtained commercially.

If you assemble your own tests, you will be guided by the best speech usage of your region and will include material to cover the sounds used in that region. The sounds which are most frequently used in the General American region, which is the largest of the three speech regions in the United States—are those printed in italic type in the following words:

CONSONANTS

<i>m</i>	as in	<i>man - come</i>
<i>n</i>	" "	<i>no - on</i>
<i>ng</i>	" "	<i>sing - ink</i>
<i>p</i>	" "	<i>papa</i>
<i>b</i>	" "	<i>ball</i>
<i>t</i>	" "	<i>talk</i>
<i>d</i>	" "	<i>doll</i>
† <i>k</i>	" "	<i>can</i>
† <i>g</i>	" "	<i>go</i>
† <i>r</i>	" "	<i>run - car - bird</i>
† <i>l</i>	" "	<i>lamp - ball</i>
<i>h</i>	" "	<i>bat</i>
* <i>wb</i>	" "	<i>when</i>
<i>w</i>	" "	<i>west</i>
<i>f</i>	" "	<i>fat</i>
† <i>v</i>	" "	<i>very</i>
* <i>tb</i>	" "	<i>tthink - bath</i>
* <i>th</i>	" "	<i>this - mother</i>
* <i>s</i>	" "	<i>say - bus</i>
* <i>z</i>	" "	<i>zipper - scissors</i>
* <i>sh</i>	" "	<i>wish - shoe</i>
* <i>zh</i>	" "	<i>treasure - garage</i>
<i>y</i>	" "	<i>you - onion</i>

COMBINATIONS OF CONSONANTS

**cb*—*cberry* (combinations of *t* and *sh*)

**j*—*jump* (combination of *d* and *zh*)

*Sounds frequently missed by both adults and children.

†Sounds frequently missed by children.

VOWELS

e—feet	u—cup
i—pink	aw—ball
e—get	oo—pull
a—ask	oo—pool
a—father - calm	
a (unaccented)—alone	

DIPHTHONGS

(combination of vowels)

o—go
ou—brown
a—mail
i—fire
oi—boy

Now that you know wherein Susie's articulation meets or misses the mark, you are ready to begin work. You will, of course, refer Susie to the proper agency if you suspect that her articulatory problem is complicated or caused by a nasal obstruction, a hearing loss, a cleft-palate, a severe malocclusion, a paralysis, a mental impairment, etc. For the most part the Susies you meet in your classroom will have simple articulatory problems, but nevertheless one must be alert to contributing factors.

You know where you are going now, but Susie doesn't. Your next step is to make Susie aware that she has a problem. One would assume that anyone having an articulation problem could hear himself and know that his speech deviated from the accepted standard, but this is often not the case. I remember my amusement on one occasion in checking two articulatory cases. One child was looking on while the other child responded to the pictures presented. Finally the first child became very impatient with the errors of the child being tested and said sharply, "Woger, why don't you talk wight?" Often children say sympathetically of another child. "He doesn't talk bewy pwain, does he?" Another child was annoyed with his teacher when she called him *Way* instead of *Ray*, in-

sisting, "Miss E.—, my name is not *Way*; it's *Way*." I recall that one teacher who had a very severe lisp frequently referred children to the speech correctionist for the same difficulty. When this teacher heard a recording of her own voice, she thought she was being tricked because she had never heard her own faulty *s* before. The fact that one hears the errors of another does not mean that he will hear and recognize his own.

After Susie is aware of her difficulty, you are ready to begin an intensive period of ear-training, working on *only one* sound at a time and staying with it until it is well established. The greatest temptations that any one who works with an articulatory problem has to conquer are those of cutting short the period of ear training and of scattering his fire, aiming first at this objective and then at that. Even experienced speech clinicians sometimes get over-zealous and over-anxious. Even though it seems as if you are doing a great deal of the work at first and Susie very little, do have an adequate period of ear-training.

How does one go about ear-training? Van Riper² in *Speech Correction—Principles and Methods* gives a very excellent discussion of ear-training. He lists four main types. These are *isolation*, *stimulation*, *identification*, and *discrimination*. A good lesson will often include all four.

In the *isolation* technique Susie is trained to listen to detect the presence of the sound we wish to teach so that she can hear it as an isolated sound, in nonsense syllables, in words, or in running speech. So long as short "e" is presented in a word, Susie hears the word unit as a whole; the "e" is not heard clearly. You say to her, "Say *engine*, Susie." and she probably responds with her old pattern *ingine*. However, if you lift the short "e" sound out of the word and present it as

²Van Riper, C. *Speech Correction*, p. 223-263.

an isolated sound, then in nonsense syllables, and later in words, she can hear it. She may not be able to reproduce it yet in words, but she can isolate the sound.

In *stimulation* we present the sound over and over and over again, so that the correct sound is heard many times. We present the sound in isolation; we read lists of nonsense syllables, sentences loaded with the sound we are teaching, jingles, and even short stories. Often Susie is asked to make no verbal response to this. She is being *bathed* in the sound. Tongue twisters and nonsense jingles come into their own here.

Through *identification* techniques we try to help Susie to hear the essential characteristics of the correct and the incorrect sounds. She may remember the short *e* sound which occurs in *men* if it is identified with the ejaculation "eh!" (giving it the short sound for this purpose) and the error with that "tinny" sound.

Discrimination implies that one sound is compared with another. In this case we may compare the correct sound with the substitution or distortion. If Susie talks about her *rad swater* or her fountain *pin*, she needs training in listening to nonsense syllables or words which employ both sounds so that the contrast is pointed up. For example, the teacher may write on the board a list of nonsense syllables such as this:

mih	meh
nih	neh
pih	peh

or a list of words:

pin	pen	pan
bin	ben	ban
bit	bet	bat
din	den	dan

Then she will give Susie a pointer and ask her to point to the word which she names. In the *pin*, *pen*, *pan* row the teacher may name

pin and Susie will select the correct one. She may also use these words in sentences, and Susie must decide whether the correct word was used. For example: "Did your father *bat* on that horse?"

It is possible that during the period of ear-training Susie will learn to make the sound correctly and even transfer it into words. However, it is more possible that even though she can hear the sound, she may not be able to produce it. In that case, in addition to ear training, her teacher should use every means at her disposal to assist Susie in producing the correct sound. She may be shown the correct placement of the tongue and lips; mirror practice may be used, etc. In ear-training, work is begun with the sound in isolation, then in nonsense syllables, and then incorporated into words and sentences and finally into running speech. This implies drill of a varied kind until the sound becomes a part of conversational speech and the error is completely eliminated. As in many other areas, learning proceeds best when motivation is high. Older children like Susie may be motivated simply by the desire to improve their speech and classroom standing, but little children are more easily motivated by attractive materials, by games, and by some tangible way of charting their progress. Recording Susie's speech and playing it back for her criticism is an interesting and effective device.

Need for Persistence

Much of this probably sounds very slow and long-drawn out, but the correction of an articulatory defect is frequently very slow. Sometimes it seems that securing a good *ou* sound or a good *s* is an impossible task. However, one keeps on working, trying not to nag, not to ruin Susie's fluency in reading by stopping her on every other word, and not

(Continued on page 366)

A Few Books Which Illustrate the Spirit of Christmas

DOROTHY E. SMITH¹

The Love of Man for God

Bible. The Book of Books. Designs, drawings, and maps by W. A. Dwiggins. Knopf, 1944.

The Old Testament selections are grouped according to form; the New Testament according to Gospel, Acts, Epistles, and Vision. A well-planned book, readable and attractive.

Bunyan, John, *Pilgrim's Progress*. Retold and shortened by Mary Godolphin; drawings by Robert Lawson. Stokes, 1939.

A beautiful edition of the allegory of the pilgrim on the King's Highway.

Field, Rachel, *A Prayer for a Child*. Illus. by Elizabeth Orton Jones. Macmillan, 1944.

Written for the author's daughter, this prayer is universal in its appeal.

Fitch, Florence Mary, *One God; the Ways We Worship Him*.

Photographs selected by Beatrice Creighton. Lothrop, 1944.

Shows how Catholics, Protestants, and Jews in the United States all worship the One God.

Lathrop, Dorothy P., *Animals of the Bible; a Picture Book*. With text selected by Helen Dean Fish from the King James Bible. Stokes, 1937.

A child who is introduced to the Bible through these exquisitely sensitive pictures is sure to have a friendly feeling for the Book.

Noble, Thomas Tertius, comp., *A Round of Carols*. Illus. by Helen Sewell. Oxford, 1935.

These thirty-five carols for all seasons make a good introduction to the "music of spheres."

Petersham, Maud and Miska, *The Christ Child*. Doubleday, 1931.

These gifted artists used the text of the Gospels in making this book of rare beauty.

Sawyer, Ruth, *The Long Christmas*. Illus. by Valenti Angelo. Viking, 1941.

Thirteen stories, one for each day from Christmas to Epiphany, all showing the deep significance of the Christmas season.

Smith, Elva S. and Hazeltine, Alice I., *The Christmas Book of Legends and Stories*. Illus. by Roger Duvoisin. Lothrop, 1944. Stories, legends, and poems that express the spirit of Christmas.

Smith, Ruth. *The Tree of Life*. Selections from the Literature of the World's Religions; with an introduction by R. O. Ballou. Illus. by Boris Artzybasheff. Viking, 1942.

Contains selections from the sacred writings of the: American Indian, Norse, Hindu, Buddhist, Confucianist, Taoist, Egyptian, Babylonian, Zoroastrian, Hebrew and Christian, and Mohammedan. Includes notes on background material. A common faith and inspiration run through them all.

The Love of Man for Man

Alland, Alexander and Wise, Waterman, *The Springfield Plan*. Illus. with photographs. Viking, 1945.

A Massachusetts town achieved real democracy. This book, showing how it was done, is a challenge to all American communities.

¹Children's librarian of the Queens Borough Public Library, Jamaica, N. Y., and author of *The Four Freedoms and the Atlantic Charter*.

Baker, Nina Brown, *Juarez, Hero of Mexico*.

Illus. by Marion Greenwood. Vanguard, 1942.

Like Abraham Lincoln, this Indian orphan who became president of Mexico was uncompromising and just in governing for the good of all the people.

Beim, Lorraine and Jerrold, *Two Is a Team*.

Illus. by Ernest Crichlow. Harcourt, 1945.

A little Negro boy and his white friend find out that teamwork is necessary in life's undertakings. The story stands on its own merits, for only the pictures show the difference in race.

Benz, Francis E., *Pasteur, Knight of the Laboratory*. Illus. by John MacDonald. Dodd, 1938.

An inspiring account of Pasteur's devotion to his work of finding ways to control disease, thereby alleviating the suffering and prolonging the lives of his fellow men.

d'Aulaire, Ingri M. and Edgar Parin, *Abraham Lincoln*. Doubleday, 1939.

In text and pictures these author-artists show deep appreciation of the quality of the Great Emancipator.

Deutsch, Babette. *Walt Whitman, Builder for America*. Illus. by Raffaello Busoni. Messner, 1941.

A poet tells the life story of America's great poet who loved people.

Gates, Doris, *Blue Willow*. Illus. by Paul Lantz. Viking, 1940.

The outstanding characteristic of this capable author is her social consciousness. This is a sympathetic story of a family who were refugees from the Dust Bowl, but at last were able to put their most cherished possession, a blue willow plate, over the mantelpiece of their own home in California.

Gollomb, Joseph, *Up at City High*. Harcourt, 1944.

Here is another writer for young people

who is not afraid to face social issues squarely. This is a timely book that deals with race prejudice and corrupt politics.

Hayes, Marjorie, *Green Peace*. Illus. by Manning de V. Lee Lippincott, 1945.

Tells about Julia Ward Howe, author of "The Battle Hymn of the Republic", and of the work of the Perkins Institute for the Blind, of which Dr. Howe was a director.

Jackson, Jesse, *Call Me Charley*. Illus. by Doris Spiegel. Harper, 1945.

A natural and unforced story of the genuine friendship between a Negro boy and a white one.

Jewett, Sophie, *God's Troubadour; the Story of St. Francis of Assisi*. Illus. by Elinore Blaisdell. Crowell, 1940.

A popular biography of the saint who loved all created things.

Means, Florence Crannell, *The Moved Outers*. Illus. by Helen Blair. Houghton, 1944.

A thought-provoking story about Japanese Americans who were evacuated from California after Pearl Harbor. It points up the problem of race prejudice which Americans have to meet.

Means, Florence Crannell, *Shuttered Windows*. Illus. by Armstrong Sperry. Houghton, 1938.

Inspired by the wisdom of her old Granny, a colored girl who had been educated in the North decides to stay and work among her people in the South.

Newell, Hope, *Steppin and Family*. Illus. by Anne Merriman Peck. Oxford, 1942.

A little Harlem boy wanted to be a tap-dancer. With a wise and understanding mother to help him, he finally achieved his goal.

Sawyer, Ruth, *Roller Skates*. Illus. by Valenti Angelo. Viking, 1936.

A lively little girl with a gift for friendship met many interesting people as she roller-skated around New York in the 1890's.

Seredy, Kate, *The Good Master*. Illus. by the author. Viking, 1935.

An impulsive little girl visited her uncle at his ranch on the plains of Hungary. It is a spontaneous story full of gaiety and wisdom.

Singh, R. Lal and Lownsbey, Eloise, *Gift of the Forest*. Illus. by Anne Vaughan. Longmans, 1942.

Life in India. A boy reared a pet tiger from the time it was a cub, but loved it enough to give it back to the forest. A wise and beautiful book.

Sperry, Armstrong, *Call It Courage*. Illus. by the author. Macmillan, 1940.

A South Sea legend about a Chief's son who learned physical and moral courage.

Stuart, Florence Partello, *Adventures of Piang, the Moro Jungle Boy*. Illus. by Ellsworth Young. Appleton-Century, 1917.

The life and customs of the Moro natives

on the Island of Mindanao in the Philippines, and how they lived in peace.

Sze, Mai-Mai, *Echo of a Cry*. Illus. by the author. Harcourt, 1945.

The daughter of a Chinese diplomat tells of her childhood in England, France, and the United States. In heart and mind and body she is a citizen of the world.

Tunis, John R., *A City for Lincoln*. Harcourt, 1945.

A story of corrupt politics and how young people can help to secure good government. Other books by this author deal with self-interest in business and with race prejudice.

Wilson, William Edward, *Shooting Stars*. The Story of Tecumseh. Illus. by Edward Shenton. Farrar, 1942.

If this fine Indian Chief could have had his way, there would have been a confederacy of Indian tribes to bring lasting peace with the white man.

OVERCOMING SPEECH DIFFICULTIES

(Continued from page 363)

to ruin her interest in good literature by making her use it for drill material. If you aren't careful you will find yourself doing such things. One day something happens, and Susie makes great strides in improvement, and you are glad you worked persistently. It is even a more wonderful feeling to find that the work that you put in on one sound has a cumulative effect and that the next one comes easier, and perhaps that some of her faulty sounds are improved without any apparent direction from you.

Clear articulation is only a very small part of the total pattern of acceptable speech, but it is very important to Susie. If poor articulation focuses unpleasant attention upon her, it may be a continual source of embarrassment and insecurity. Effective communication is not always too greatly hampered by faulty articulation, but it is never aided. The teacher who detects Susie's articulatory deviations early and helps her to eliminate them contributes not only to her speaking effectiveness but also to her social adjustment.

Child Development and the Language Arts

DALE B. HARRIS¹

Recently a teacher of the language arts posed this question: "What have you people who study child development to offer us in the language arts, particularly those who deal with elementary children?" She knew something of the detailed studies which have been made of vocabulary development, of grammatical form, word counts, and the like; she wanted some rather specific ideas, not necessarily techniques, which she could put to work in guiding her own development of procedures. A number of statements, translating the findings of research into principles for action, can be made in response to such a question.

One of the aspects of child behavior which impresses the psychologist is the close relationship between social development and language development. In its early days psychology considered language as a means of expressing mental content. Now psychology stresses language as communication, as a social experience, as a form of cooperation. Maturity in social relations depends in part upon skill in using symbols to influence behavior of others.

In both language and social development the child goes through certain sequences of development. Oral language becomes effective at about two years of age. True cooperative play does not come before four or five years of age. A certain facility in expression must be developed before the youngster can participate socially on a give and take basis with other individuals. Writing comes later; it depends upon fairly complex hand and

finger control and on the ability to read; reading in turn presupposes a level of mental maturity of about six and one-half years. This process of development cannot be rushed. The parent or teacher who attempts to teach a youngster to read or to write before he is mentally and physically ready will be wasting time as well as risking the child's eventual pleasure in the processes.

There is still another way in which language and social development are related. Studies have shown that in the preschool period certain needs common to all children give rise to about half the word concepts learned and used. This percentage is still high in the elementary school years. Thus, a large portion of the child's language is given to expressing his feelings, wants, and desires. During the elementary school years, the feelings, needs, and wishes of the child, if anything, increase in number. The wise teacher will utilize this knowledge in motivating the language arts learnings of her children. The child will be quite interested in the more complete control of his social environment that he is able to gain through a more adequate and skillful use of language.

A second important observation with respect to language development is this: each child has gained a great deal of experience in social relationships and in oral expression before he enters a public school. He has spoken literally thousands of words a day for several years; he has used every form of sentence

¹Associate Professor, Institute of Child Welfare, University of Minnesota.

and every part of speech. In his social relationships, he has had several score encounters with adults or other children every day for the same period of time. In these encounters he has filled all the possible social roles—leader, follower, aggressor, cooperator, and the like. Habits of leadership or withdrawal, and habits of ready verbal expression or inability or unwillingness to talk stem from the successes and failures individual children have had in this extensive preschool experience.

The inarticulate child generally has poor or inadequate social skills. The child with poor social skills may be withdrawn and silent, though this is not necessarily so. The youngster who, because of poor social skills and lack of social satisfaction, makes himself a noisy nuisance in his group is well known to every teacher.

There are some who say that if a teacher frees the child's verbal expression, social adjustment will come; others say improve the social skill of the child and his ease of expression will develop. Actually, conversational ability and sociability develop reciprocally; it is well to provide children with opportunities for experience in both skills.

Parents and teachers frequently fail to recognize that it is easier to reinforce an established trend in the child's behavior than to develop a counter trend. This fact offers no particular problem for the child who is already making a successful adjustment. We often say "nothing succeeds like success." The inarticulate, withdrawn child faces a more difficult situation. The demands of the highly verbal children in the large classroom will tend to occupy the teacher's attention, and she may be quite glad that there are a few quiet children about whom she doesn't have to worry. Now it may be that these are the very children who need her particular attention.

We are not suggesting that teachers train all individuals to be the outgoing, aggressive, talkative type of person. But every child and adult sooner or later meets experiences wherein he needs to feel at ease in groups, and wherein he needs to express himself clearly and forcefully. For this reason, it is essential that some opportunities be created for the quiet child to practice verbal and social skills.

The inarticulate child who is beginning to "come out of his shell" may have many difficulties with grammar, enunciation, and the like in his attempts to communicate. For a teacher to be unduly concerned with correcting these details in the early stages of the process would be most unwise. She would be adding negative criticisms in a new form. Rather she should encourage the child's new-found freedom from the pressures which previously kept him inarticulate. There will be plenty of time later to concentrate on the details which will improve the total process.

There is some evidence that major adjustments being made in another phase of the child's life may delay or slow down his language development. In the very young child early walking may delay the development of the first words. A similar effect may obtain with the older child. Concentration on learning football may take the ten-year-old quite away from books and other verbal interests for a time. Few will deny that problems of a serious emotional nature in the child's family experience, for instance, will interfere with his school learnings. A teacher would be unwise to force language acquisition under such circumstances. It is better to wait until the youngster has resolved his problem of immediate concern, or to assist in that adjustment. The close relationship between emotionality and language performance has been emphasized in the work of modern speech pathologists.

Another important conclusion to be drawn from our knowledge of vocabulary growth in children suggests that new, first-hand experience rather than vicarious experience gained through reading and talking is important in stimulating periods of rapid vocabulary growth. More study is needed at this point, but several researchers have suggested this same idea. Now the experience with words to be gained in reading and talking is important, but there is a strong suggestion that travel, field trips, "laboratory" experiences, and the like, nonverbal as they may be, are quite significant in motivating the child to develop new concepts and to acquire new symbols.

And finally a word concerning written language, which comes considerably later than oral language development and depends upon many additional skills, such as visual perception of detail, reading, motor coordination. The mechanics of writing alone are difficult for the young child to master. His first efforts at oral speech are welcomed enthusiastically by his parents; their primary concern is with the meaning the child is trying to convey and not with details of grammar and syntax, or even articulation. It is not always so with the development of writing. The child's first efforts at written expression may be attended by frequent criticisms of margins, neatness, punctuation, spelling, grammar, slant of the letters, and the straightness of the lines.

Knowledge of the psychology of motivation suggests that the wise teacher work primarily for pleasure in written expression in the early elementary years. The individual who finds satisfaction in writing his ideas or writing in communication with other peo-

ple will want to improve his expression. In the later elementary and junior high periods, time can be given more profitably to the details which do improve communication. It is well known that a unit of time spent on a particular intellectual skill in the seventh or eighth grade produces results equal to those gained from several times that amount of time spent on the same skill in the third or fourth grade.

The writer advances this heresy, fully aware that many individuals will point out the atrociously poor spelling, punctuation, and handwriting of many young adults today. A favorite sport of high school teachers is to criticize caustically the elementary teachers' achievement (or lack of achievement) in just this area. The writer does not believe that written expression would become significantly poorer under this policy. Rather, it might actually be improved. Children, finding pleasure and pride in writing, would *want* to improve the form and appearance and clarity of their written language, and in the later elementary and junior high years would willingly give earnest and creative attention to the mechanics of correct expression.

Of course, not all children would become fluent writers under this program. No program of motivation or instruction would insure such a result. Adult language needs are and will probably remain fairly simple for a large portion of the population. However, more of those whose educational and vocational adjustments require considerable use of language may find writing less of a chore if we provide at the beginning of the process more encouragement and practice in expression itself.

The Educational Scene

The Julia Ellsworth Ford Foundation Award for 1946, amounting to \$1,250.00, goes to Genevieve Torrey Eames of South Deerfield, Massachusetts, for her book *A Horse to Remember*. The award is given each year for the best book manuscript for children. The judges for this, the thirteenth award, were May Lamberton Becker, Ellen Lewis Buell, and Margaret Scoggin. More than three hundred manuscripts were submitted. *A Horse to Remember* will be published in the fall of 1947 by Julian Messner.

The University of Minnesota sponsored a Workshop in the Language Arts on Saturday mornings from October 5 through December 14. Directors were Dora V. Smith and Guy L. Bond. Among the topics discussed were "The Language Arts and Child Development" (Dale B. Harris' paper on this subject appears in this issue of the *Review*), "Problems of Teaching Reading," "Problems in the Development of Expression," "The Problem of Teaching Grammar," and "The Relationship of Radio, Motion Picture, and Press to the Program in the Language Arts." Topics to be treated on December 7 and 14 are "Diagnosis and Caring for Individual Differences in the Language Arts" and "The Measurement of Outcomes in the Language Arts."

The New Zealand Library Association decided at its conference in February of 1945 to make an annual award to the author of the most distinguished contribution to New Zealand literature for children. Dorothy Neal White tells of the purposes of the award and the 1945 choice in her article in the September-October 1946 issue of the *Horn Book* magazine.

Sometime ago the *Review* reported the Reynal & Hitchcock's Youth Today Contest, in which an award of \$3,500.00 was offered for the most sensitive realistic treatment of some aspect of contemporary American life and youth problems—a story intimately related to our modern world, and vitalized by the author's genuine concern with an important problem of young people today. The judges in the contest were Max Herzberg, Lillian Smith, Mark Van Doren, Clara Savage Littledale, Nora Beust, and Irene Smith. The publishers now announce that the award was given to Phyllis Whitney, author of *A Place for Ann* and *A Silver Inkwell*, for her book *Willow Hill*. It is the story of a "nice town," vitally affected by the government housing project which brings a Negro population to the town of Willow Hill. The story depicts the fine resistance of young people to the time-worn prejudices of adults. Reynal and Hitchcock will publish the book February 15, 1947.

A joint committee of the American Association of University Women and the Association for Childhood Education recently proposed to educational and library groups throughout the country that a consultant on children's literature be appointed to the Library of Congress. It was suggested that such a consultant have charge of children's books and see that separate catalogues are prepared; make available a reference collection showing development of such books in the United States; continue the collections of children's books in early Americana and important editions; collect children's books from other lands that might supply a basis for the study of the development of culture in those countries; issue, with the aid of other specialists,

timely bibliographies of books for children based on books available in the Library of Congress; cooperate with the existing services in other governmental agencies such as the U. S. Office of Education, in order to serve and augment already established services. The suggested budget was \$25,000 for one year. Thus far the Congressional Appropriations Committees have responded unfavorably to this and similar proposals. The joint committee now recommends that librarians and teachers inform their respective members of Congress of their views regarding this proposal. It is believed that when congressmen have a clear understanding of the purpose to be served by the appointment of a consultant on children's literature of the staff of the national library, they will recognize the vital importance of such an appointment.

The Reading Clinic of the Department of Psychology, Temple University, Philadelphia, will conduct a special institute for parents on Thursday, March 6. This will be one of the series in which similar demonstrations and evaluations will be made by well-known specialists in reading and related fields. During 1947, the emphasis in the institutes will be placed on a general language approach to the reading problem; during 1948 the content area approach; during 1949 the semantic or meaning approach. Information is available at the Clinic from Dr. Emmett A. Betts.

A three-year study of children's spelling needs and their implications for classroom procedures is reported by Louis Ada Wilson in the October 1946 issue of the *Elementary School Journal*. Mr. Wilson concludes from his study that spelling needs vary for each group of children; that no one textbook in spelling can adequately fulfill the spelling requisites of written composition; that a spelling list made from the words that the children need in written composition serves for another group in the same grade better

than does a list of words in a speller; that learning words from a textbook enables children to make normal scores on standardized spelling tests; that children in the third grade should be taught those words which they need in written language and which are located somewhere in the first five thousand words most frequently used; and that children who are taught how to learn to spell a word make high marks in spelling.

Mr. Wilson describes in the same article a procedure for individualizing spelling instruction. By listing the words which children ask to have spelled for them and checking these words against the Thorndike Frequency List, the teacher was able to prepare individual spelling lists for all the children in the class. When the children were presented with the individual lists the lesson was a supervised study period. Children studied individually with access to paper, pencil, blackboard, and chalk. They were free to help each other and they were helped by the teacher. Once a week each child indicated certain words that he had learned from his list, and on these he was tested. In the course of the year it became apparent that children were gaining a greater mastery of the spelling of the words which they needed in their written work. Moreover, they scored above the grade requirement on standard tests in spelling.

The U. S. Office of Education publishes (Bulletin 1946, Number 8) an excellent curriculum guide to fire safety.

A typographical error appeared in the brief review of Marguerite De Angeli's *Bright April*, published in the October *Review*. In Miss Sattley's footnote of appreciation two lines referring to Mrs. Augustus Baker of the 135th Street Branch of the New York Public Library and Mrs. Florence Byrd Davis of the faculty of the Virginia State College were omitted. Our apologies to all concerned.

Here are the Junior Literary Guild selections for the month of December, 1946:

For boys and girls 6, 7, and 8 years of age, *The Little Island*, by Golden MacDonald, Doubleday & Company, \$2.50;

For boys and girls 9, 10, and 11 years of age, *Mystery of the Five Bright Keys*, by Mary Urmston, Doubleday & Company, \$2.00;

For older girls, 12 to 16 years of age, *The Lion's Paw*, by Robb White, Doubleday & Company, \$2.00;

For older boys, 12 to 16 years of age, *The Secret of Baldhead Mountain*, by Martin Colt, Julian Messner, \$2.00.

The National Conference of Christians and Jews announces the 14th annual observance of national Brotherhood Week to occur February 16-23, 1947. The theme is "Brotherhood—Pattern for Peace." Program aids for use in schools and colleges may be secured by writing to the National Conference of Christians and Jews, 381 Fourth Avenue, New York 16, New York. Materials are adapted to age levels in the schools. Plays, comics, posters, book lists and other types of literature, and visual aids are available.

All manner of visual evidence to show what is being done toward fostering better relations between racial and religious groups in America, will be assembled by the Council Against Intolerance for a January showing at the Norlyst Gallery in New York. Posters, placards, maps, cartoons and graphs; tear-sheets from books, magazines and newspapers carrying special illustrated features, comic strips and advertisements; slide films and documentary photographs will comprise the exhibit.

Entitled, "Tolerance Can Be Taught," the exhibit will show to the general public and to workers in the field of inter-group relations

what can be done to effect democratic attitudes with visual material. The Council is now asking for material which can be entered in the exhibit. Organizations, schools, community groups, churches are invited to send material to Alexander Alland, Picture Service Director, Council Against Intolerance, 17 East 42 Street, New York 17, N. Y. After the New York showing, the exhibit will travel to other cities.

Fairs are common but Children's Book Fairs are few and far between. The first annual Children's Book Fair, sponsored by the Cleveland Park Community Library Committee of Washington, D. C. was unique in many respects and exceptionally successful. The many preliminary questions were all answered in the affirmative. Would children come? Would parents come? Would orders be given for books? Would the Fair develop community spirit? Would it further children's interest in reading?

Great care was taken to display the best books. To this end two experts from the Public Library, Miss Latimer and Miss Buff, were asked to select titles for display of "The Best of the Old Favorites." "The Season's New Books" were selected by Mrs. Beust of the United States Office of Education. Elizabeth Howard of the Y. M. C. A. Bookstall selected "Religious Books for All Faiths."

By working through the schools in the Community a schedule was planned for a particular age group. Every half hour from nine to twelve each morning of the five days found a group of enthusiastic children examining the display. Each child brought to the Fair a card on which was written his address and telephone number. He also took home a card with the list of the titles of his choice. He gave this to his parents, who then ordered the books.

Review and Criticism

[Brief reviews in this issue are by Helen R. Sattley, Kathryn E. Hodapp, Hannah M. Lindahl, Phyllis Fenner, Ivah Green, Dorothy E. Smith, Audrey F. Carpenter and La Tourette Stockwell. Unsigned annotations are by the editor.]

For Teachers

Why Pupils Fail in Reading. By Helen M. Robinson. University of Chicago Press, \$3.00.

After summarizing the findings reported in the professional literature dealing with the causes of reading retardation, Dr. Robinson presents the results of a detailed investigation of causal factors in a group of thirty severely retarded readers. The investigation was made with the cooperation of numerous medical, psychiatric, and educational specialists who examined the children and then synthesized their findings in group conferences. Of great interest to educators is the fact that among the numerous factors reported upon, maladjusted homes or poor interfamily relationships proved to be contributing causes of retardation in more than half of the cases. The study is noteworthy because of the intensive character of the analyses and the systematic effort to bring the work of specialists together in tracing the patterns of reading disability.

For Children

Tiger at City High. By Joseph Gollomb. Harcourt, Brace, \$2.00.

This is a story of the clashing of personalities in a large New York City high school. Mike Selden, crafty and sly, enters City High his junior year because his father, a crusading lawyer, hopes that the democratic principles of the school will have some influence upon him. Mike's ideal is a business opponent of his father's, a big-time lawyer who is running for U. S. Senate.

In his efforts to make a name for himself at school, Mike takes advantage of his classmates, attempts to cause trouble for his faculty advisor, and is used as a political pawn by the man he admires. Through such situations as these, together with fist fights and football, the whole theme of a peaceful world in an atomic age is probed.

This is a book worthy of classroom discussion. The "purple passages" which annoyed so many of us in this author's *Up at City High* are gone, the writing is more flexible, and although Mr. Gollomb still writes much of his book from the angle of the adults in the story, there is enough action and excitement to catch the interest of 8th grade and high school boys.

This is an important book for today. Boys—and girls—could get more help for today's living from discussions of this book with their English and social-studies teachers than they ever could from a half semester spent with Dickens, with Evangeline, or Ivanhoe.

H. R. S.

Batter Up! by Jackson Scholz. William Morrow, \$2.00.

The famous Olympic champion has written another fine sports story. This is of Marty Shane who was determined to break into major league baseball in spite of Bender, his older brother, who was manager of the ball club which both of them owned. Marty was young and cocky and he had a lot to learn before he found himself and won the respect of his team mates and of Bender. Highly recommended for 5th grade and up.

H. R. S.

The Kid Comes Back. By John R. Tunis. William Morrow, \$2.00.

The Kid from Tomkinsville and of *World Series* comes back to his place in the Dodger ballclub and big-league baseball in a book which will thrill Mr. Tunis' thousands of readers from sixth grade and up. Roy Tucker and his crew, after 56 missions over Europe, crash in Occupied France while taking supplies to the Underground. They are captured by the Germans, rescued by the French Resistance forces and Roy eventually is sent home because of a leg injury he received when the plane crashed. From then on, Roy "comes back" in more ways than one. It takes two operations and special treatments to get that leg in shape again, but it takes grit and determination and will power to overcome the fear of pain and permanent injury that has become a part of Roy Tucker by the

time the leg has healed. And, of course, John Tunis makes an inspirational story out of it. Plenty of baseball for the fans, too.

H. R. S.

Clara Barton, Girl Nurse. By Augusta Stevenson. Illustrated by Paul Laune. Bobbs-Merrill, \$1.50.

As a little girl Clara Barton loved animals and was always caring for them when they were ill. She was extremely shy and timid with strangers but finally learned that when she was fighting for somebody else she would forget her timidity. This is the first story about a girl that Augusta Stevenson has written and will be as popular with both boys and girls as her others. Illustrated in silhouette. Grades 3-5.

K. E. H.

Snow White and the Seven Dwarfs. Illustrated by Sharon Stearns. Wilcox and Follett.

The full-color pictures on every page of this edition of a favorite Grimm fairy tale will delight young children. Particularly appealing are the illustrations of the lovable seven dwarfs.

H. M. L.

Snow White. Illustrated by Ninon MacKnight. Garden City Publishing Co., \$.50.

The completeness of the story of Snow White in this publication of the well-loved Grimm tale may be more satisfying to some children than the shorter versions. On the other hand, the ending in this version with its emphasis upon the punishment meted out to the wicked Queen instead of upon the happiness of Snow White and the Prince may seem less desirable. Colorful, interesting pictures accompany the text.

H. M. L.

A Tippy Canoe and Canada Too. By Sam Campbell. Bobbs-Merrill, \$2.00.

For present or potential lovers of nature this chatty account of life in the Canadian Canoe country will have a strong appeal. The author's love for all out-of-doors finds outlet in his intimate association with wild creatures of the woods. For mature readers.

I. G.

Friendship Valley. By Wolo. Illustrated by the author. Morrow, \$2.00.

The dedication of this book reveals the theme: "To the getting-together in trust and friendship of all the big and little countries

of our world." The forest world of the animals was wiped out by fire, and those surviving escaped on a raft to a strange and lovely valley where they faced the future together. They learned that if they were to live they must work together for the common good, and that the smallest was just as needed as the largest.

Children recognize the similarity between this and the author's book, *The Secret of the Ancient Oak*. The illustrations fascinate them and youngsters of the middle grades enjoy the story.

A. F. C.

Donald Duck Sees South America. Told by H. Marion Palmer. Illustrated by The Walt Disney Studio. Heath, \$.96.

I know now the exact level of my humor. It is about sixth grade. I laughed out loud while reading this book. Then I passed it on to some fifth and sixth graders and they howled. It is an excruciatingly funny book about Donald's travels all around South America, beginning with his trying to get passage by air and being put off because he had no priority. Neatly enough, it ends with his getting priority home ahead of all the uniforms. The author has managed to get in more information about the South American countries and putting it across less painfully (unless your ribs ache from laughing) than any book I have ever read. When you finish reading the book you know the differences of the countries, different ways to traveling, speaking, playing.

Donald Duck, of course, is always popular and now he will be more so. Whoever sent him to South America was smart, and the author certainly did a good job. It is a lot of fun and information for ninety-six cents.

P. F.

Pogo's Letter. A Story of Paper. By Jo Norling. Illustrated by Ernest Norling. Henry Holt, \$1.25.

What might at first glance be taken for a child's story book, is really a detailed account of how paper is made, from the time trees are cut until the finished product leaves the mill. Black and white illustrations show intricate machinery and processes. As a source of information on paper-making, this book provides an authentic reference.

I. G.

Big Tree. By Mary and Conrad Buff. Viking, \$3.00.

The story of the timeless Sequoia tree—seed, seedling, sapling, youth, tree, giant—is told in these pages with the dignity and restraint appropriate to the theme. The fleeting lives of the thousands of generations of chipmunks, squirrels, owls, rodents, even eagles, that called the Redwood Wawona their home accentuate the ageless strength and serenity of the giant tree. Nature lovers among children will be entranced by this book, which is as attractive in format (the jacket itself is a masterpiece) as it is fascinating in content. For ages nine to ninety.

Toby's House. By Lois Maloy. Grosset and Dunlap, \$.50.

A gay picture book with simple text containing natural science information for the nursery. Toby lives in a house. He discovers the kinds of houses his friends the chipmunk, duck, spider, etc. live in. Then he meets a homeless puppy, Taffy, whom he takes home with him, and the elementary care of a puppy is described. The colors are good and the ideas sufficiently simple and sharply enough focused both by drawings and text to be easily comprehended. A bargain for the price.

L. T. S.

Pancakes for Breakfast. By Grace Paull. Doubleday, \$1.75.

Both pictures and story of this delightful book aroused nostalgia in the reviewer, describing as they do the life on a New England farm in early spring, and most particularly the tapping of the sugar bushes and the making of maple syrup. Excellent for youngsters 4-8.

L. T. S.

Golden Sovereign. By Dorothy Lyons. Harcourt Brace, \$2.00.

A horse story for girls 9-14 about how a girl trained a lovely palomino colt. Written by an author experienced in riding and training horses. Illustrated with black and white drawings by Wesley Dennis. A good healthy yarn which moves along with fair suspense and better detail.

L. T. S.

Justin Morgan Had a Horse. By Marguerite Henry. Illustrated by Wesley Dennis. Wilcox and Follett, \$2.50.

Justin Morgan, school-teacher in Randolph, Vermont in 1796, had a horse—a little

half-pint that no one else wanted. But Little Bub could work harder and travel faster than any other horse in all Vermont, and he became the father of the famous American family of Morgan horses. And he was such a personality in his own right that in the latter part of his life he was known as "Justin Morgan."

Wesley Dennis's pictures are perfect. The book, as sturdy as the little cob himself, will be enjoyed by every man, woman, and child who likes horses—even by those who didn't know they liked them, for it will be a hard heart that can resist Little Bub. D. E. S.

The Adventures of Phunsi. By Alison Mason Kingsbury. Illustrated by the author. G. P. Putnam, \$2.00.

A charming story of a young zebra who could run faster than anything on the African veldt. Such swiftness, of course, caused him no end of trouble. Because of it he was carried off to America—fortunately, his mother was with him—was put into a zoo, eventually was sold from a pet shop, became part of a merry-go-round, joined a circus, competed in a horse race, and captured a runaway lion. Sprinkled throughout with lovely black and white drawings and many poems, this book is an unusually fine contribution to our children's literature. Grades 4-7 will love to read it and younger ones will enjoy hearing it.

H. R. S.

It Seems Like Magic. By Josephine van Dolzen Pease. Pictures by Esther Friend. Rand McNally, \$2.50.

This science book which attempts to explain to children of early school age the "magic" of the scientific world—from trains and oil to radar and atomic energy—can not be recommended. The written explanations are not concrete enough; the explanatory pictures are not simple enough to get across the principles which the author tries to explain.

H. R. S.

A Little Child. By Jessie Orton Jones. Illustrated by Elizabeth Orton Jones. Viking, 1946, \$2.00.

Pageant Text. By Jessie Orton Jones. Viking, 1946, \$.50.

This distinguished mother and daughter first captivated their readers with their *Small Rain*, an illustrated collection of Bible verses.

Now Jessie Orton Jones has told the story of Jesus by means of selections from the prophecies of Isaiah and from the Gospels according to Matthew, Mark, and Luke. Her artist daughter has pictured a dramatization of these selections as it might be performed in a school or church auditorium. The accompanying 16-page *Pageant Text* gives the stage directions and the words of the hymns and carols. For amateur stage production no royalty is required. Children, teachers, and church workers will welcome this reverent presentation which is at once spontaneous, childlike, and friendly.

D. E. S.

Mr. 2 of Everything. By M. S. Klutch. Illustrated by Kurt Wiese. Coward-McCann, 1946, \$1.50.

We have all heard of people who do things by halves, but here is a rollicking story about a man who did things by doubles; he always bought two of everything. His great regret was that he had only one son instead of twins. How this matter was taken care of makes an astonishing tale. Unfortunately the book is bound in boards, for it will soon be loved to tatters by little folks who enjoy its extravagant nonsense. The Kurt Wiese pictures are just as much fun as the text.

D. E. S.

Trucks at Work. By Mary Elting. Illustrated by Ursula Koering. Garden City Publishing Co., \$.50.

The child whose curiosity about trucks has never been fully satisfied will find answers to his questions on the pages of this interesting and attractive book. Here he will learn how and when trucks are loaded, how they are operated, what the truck driver's responsibilities are, how gadgets help the driver, and how trucks are protected against thieves or hijackers. Both regular and specialty trucks are described and portrayed.

H. M. L.

City Country ABC. By Morrell Gipson. Pictures by Leonard Weisgard. Garden City Publishing Co., \$.50.

Here is a clever presentation of the alphabet in terms of two sets of illustrations, one set familiar to the city child and the other set familiar to the country child. The letter A, for example, is associated with the word *apple*. On one page is a picture of Bobby

selecting an apple from a city fruit stand; on the opposite page is a picture of Billy picking an apple from a tree at his country home.

The full-page, colorful illustrations will impart information to the child; in addition, some of them will afford him amusement.

H. M. L.

Miss Hickory. By Carolyn Sherwin Bailey. Illustrated with lithographs by Ruth Gannett. Viking Press, \$2.50.

This fanciful tale of a country woman, whose body was an apple-wood twig and whose head was a hickory nut, will appeal to the child with a vivid imagination. Conversation between Miss Hickory and her neighbors reveals the characteristics of the wise Crow, the flighty Chipmunk, the forgetful Squirrel, the surly Groundhog, and the strutting Robin. Beautiful lithographs portray the characters in the book.

H. M. L.

What's in the Trunk. By Irena Lorentowicz. Illustrations by Irena Lorentowicz. Roy Publishers, \$1.50.

Vivid color runs rampant over the pages and covers of this novel picture book where, as pages turn, Mary and Bill put on paper-doll costumes of various nationalities.

I. G.

Little Janie's Christmas. By Virginia and Neville Smith. Wilcox & Follett.

Little Janie visits Santa Claus Land where peppermint candy lamps light up a marsh-mallow street leading to Santa's chocolate cream palace. With brilliantly beautiful double page illustrations and only four short lines of verse on each page this story will captivate every small child not only at Christmas but the year round.

I. G.

The Secret of the Old Sampey Place. By Frances Fitzpatrick Wright. Illustrated by Margaret Ayrer. Abingdon-Cokesbury Press, \$1.50.

Upon inheriting an abandoned farm with a large mortgage on it the Jemison family begin a new life for themselves. Ten-year-old Judy inherits the attic room and becomes owner of a secret that brings good luck to the family. A cozy, wholesome story of family living made even more genuine by the sincere illustrations.

I. G.

Underground Retreat. By Maribelle Cormack and Pavel Bytovetzski. Illustrated by Margaret Ayer. Reynal and Hitchcock, \$2.50.

This is a greatly needed book. Against the background of the retreat of an American newspaper man's daughter from Shanghai as the Japanese approached in the early days of the Chinese war, is set the internal as well as the external struggle of China in that war and the present period.

When Sue's father leaves on a dangerous mission, he entrusts her to the care of a Nanking merchant, an old friend. Sue lives with Ling Tsai's family, finds protection in the underground rooms of his rich estate, becomes a member of the resistance as one of his family, and sees the sacking of Nanking. There are two kidnappings, revenge tortures and the realities of the brutalities of the Japanese are not glossed over.

On a further retreat into North China, the family is piloted through a hazardous air flight by Sue's British fiance and is forced down in a remote spot controlled by Chinese Communists.

Probably nowhere else for young people do we yet have such a clear picture of the internal struggle of China—how the differences grew, what now feeds them, the need for understanding. Not intolerance of one group or the other but a plea for understanding. And over it all the awareness that never again will China allow foreign nations to control her trade as she has in the past.

This is Prescott's story as well as Sue's, so the boys, who so often ask for this kind of material, will not be disappointed. 8th grade and high school. H. R. S.

China's Story. By Enid La Monte Meadowcroft. Illustrated by Dong Kingman. Crowell, \$2.00.

A brief—92 pages—history of China for grades 4 through 7. Told in a readable and interesting way, this is a very handy survey and is delightfully illustrated with black and white drawings. Sixth graders, who so often want really specific information, will never be satisfied with the briefness of the account of the present struggle, however, and it is hoped this

will become merely an introduction for such students. H. R. S.

Cowboy Boots. By Shannon Garst. Illustrated by Charles Hargens. Abingdon-Cokesbury Press, \$2.00.

When Bob Benton spent a summer on his uncle's ranch in Wyoming he wanted a pair of cowboy boots more than anything else in the world. The things he did on the ranch and how he at last earned his boots and his uncle's admiration will thrill any 4-5 grade child. Black and white illustrations in keeping with the story. K. E. H.

Red Silk Pantalettes. By Martha Barnhart Harper. Illustrated by Betty Morgan Bowen. Longmans, Green, \$2.25.

When a circus rider with red silk pantalettes stayed in her father's hotel, Martha Jane thought she too would be happy if she could own a pair. Her life in the 1850's consisted mostly of sewing buttons on her brothers' clothes, and baking cookies, but at last her prospective husband made her dream come true. This is a family story in which nothing of great moment happens. I question whether it will hold the interest of children, but reading level is about sixth grade. A. F. C.

Quicksilver Bob. By Corinne Lowe. Harcourt, Brace Co., \$2.00.

This life story of Robert Fulton by rights should be an interesting one, for certainly he did many interesting things, invented many valuable objects, went to faraway places and met important people. Yet, it lacks something. Its trouble, I think, is that it is spread too even with too little pointing up and tightening to give it punch. There seem to be no high spots of excitement. Not even when after extreme poverty he suddenly gets a large sum of money for his drawings does one's blood pressure rise. The author has not made him alive as she did Stephen Decatur in *Knight of the Sea*. I can only think that her subject did not live for her either. As a book of facts about Robert Fulton this may prove useful, but as a book for young people to read enthusiastically I doubt if it will be a success. P. F.

Cowdog. By Ned Andrews. William Morrow, \$2.00.

This is a better than average dog and western story. There is an appealing pup, a

nice cowboy, a black villain of typical western variety, a sheriff, plus a colorful background of branding irons and cooking over campfires, six shooters and horseback riding. Tom Stearns finds Sandy, a six day old puppy, the last of a litter. The others had been killed by the villain of the piece, Whitey. Tom trains Sandy to be a good cowdog and is repaid by having his life and reputation saved by the pup. It is a nice, exciting straight piece of writing.

P. F.

Rhymes About the City. By Marchette Chute.

Illustrated by the author. Macmillan, \$1.25.

These lively little poems about life in New York City will find a responsive audience in children of other cities. The black and white illustrations are charming, and the subjects common to the lives of most boys and girls who have a city background. The words are simple, and the rhythm marked enough to please young children.

A. F. C.

Count Your Characters. A Guide for Beginners in Retail Advertising. By Ruth L. Stein. Illustrated by Jessie Robinson. Harcourt, Brace, \$2.00.

The advertising manager of a large New York department store gives much information and pertinent advice to girls who are considering advertising as a career. She tells the five requisites for writing successful copy, gives advice to girls seeking interviews, describes an advertising office—its function and personnel—and then tells how to write advertisements that will sell merchandise. High school students and Girls' Counsellors will find this a valuable addition to the career literature.

D. E. S.

Favorite Fairy Tales from Andersen. Retold by Marie Holz. Illustrated by Sharon Stearns. Wilcox and Follett.

Seven of the better-known tales have been retold and made into a picture book that will appeal to children younger than those who usually appreciate the subtlety of Andersen. The attractive illustrations are done in delicate pastel colors. The last page of text is printed on the recto side of the rear endpaper. The book is insecurely sewed and is bound in boards. It gives the impression that it was made to sell rather than to be used.

D. E. S.

The Hidden Treasure of Glaston. By Eleanore M. Jewett. Illustrated by Frederick T. Chapman. Viking, \$2.50.

Who has not been held spellbound by tales of King Arthur and his sword Excalibur? Here are two boys actually handling that sword, and discovering the burial place of King Arthur and his lovely queen! Deciphering ancient manuscripts long hidden in dark chests, finding the meaning of the strange cross that led to the secret entrance, piecing together the words of the mad hermit make this book so fascinating every boy who reads it will forget it took place in the year 1171, and will say to himself, "I wish that could happen to me."

The black and white illustrations at the beginning of each chapter have caught the spirit exactly, and when studied consecutively tell the whole story, even to Dickon trying to hang his hat on a sunbeam as he rides off to become a squire. This seems to me an outstanding book for boys of junior high age.

A. F. C.

The Little Duck Who Loved the Rain. By Peter Mabie. Illustrated by the author. Wilcox & Follett.

The enterprising little duck who loved the rain, and went in search of it when his own private pond dried up, is an appealing character to primary children. They chuckle at the joke when the little duck is left bewildered as the sprinkler on the lawn, and water from the street cleaner are turned off, just as he thought he had found the rain again, and they are happy to know that at last he is going to be contented under the fountain in the park, where the water never stops.

Peter Mabie has done as fine a job in the illustrations as he has with the story. There is much material for conversation that grows from them with a group of children, the change in the dandelion that shows both flower and seeds, what happened to the puddle when the sun shone on it, where cat tails grow, and the use of signs. Second grade children said, "We like the story because the words are just right for us to read, and because the author had an idea first before he wrote it." What better recommendation could there be?

A. F. C.

Index

Volume XXIII

A

- ABC's of Enjoyment of Reading, The—R. Nance Stauffer, 38
 Action in the School Library—Isabel C. McLelland, 30
 Adventure in Poetry, An—Margaret Lobker, 211
 Ammerman, Kathleen G.—A Guided Program in Reading, 115
 Anderson, Harold A.—The Function of English Instruction in Education for Democracy, 1
 Are We Teaching Communication?—Lois DeLaHunt, 295

B

- Bailey, Grace D.—A Lesson Using Radio in the Classroom, 290
 Beery, Althea—Listening Activities in the Elementary School, 69
 Bergfeld, Annabelle Wagner—A Creative Writing Project, 157
 Biography for Young Readers—Lillian Hollowell, 262
 Broadening Experiences through Reading in the Elementary School—Constance McCollough, 101
 Bryngelson, Bryng—The Function of the Specialist Teacher of Speech, 89

C

- Chapman, Myfanwy E.—Radio, Youth, and the Teacher, 221
 Child Development and the Language Arts—Dale B. Harris, 367
 Child Who Dislikes Reading, The: Causes and Remedial Suggestions—Lester R. Wheeler, 267
 Children's Autobiographies—Ralph C. Preston, 306
 Chubb, Percival—Letters and Letter-Writing, 219
 Cook, Luella B.—Teaching Grammar and Usage in Relation to Speech and Writing, 193
 Coomer, Ann and Witty, Paul—Fostering a Balanced Reading Program: The Role of Parent, Teacher, and Librarian, 241
 Courtesy through Letters—John H. Treanor, 175
 Creative Writing Project, A—Annabelle Wagner Bergfeld, 157
 Creative Writing with a Third Grade: A Diary—Irene I. Irvin, 24

D

- Daily Class Newspaper, A—Alma Heineman, 311
 Davis, Wylma—They "Write" Their Way to Reading Readiness, 207
 Dawson, Mildred A.—Guiding Writing Activities in the Elementary School, 80
 Deaton, Mary B.—Learning the Time Concept through Historical Fiction, 301
 DeBoer, John J.—New Horizons for the Language Arts, 108; Teaching Critical Reading, 251
 DeLaHunt, Lois—Are We Teaching Communication?, 295
 Developing a Course of Study in Language Arts—Edna L. Sterling, 165
 Developing Language Power in the Primary Grades—Ruth G. Strickland, 84

- Developing Readiness for Word Recognition—M. Lucile Harrison, 122
 Dobson, Caroline—Language Arts in Action in Utah Elementary Schools, 55

E

- Eckelmann, Dorothy—Overcoming Speech Difficulties, 358
 English at Work in a Sixth Grade—Blanche H. O'Brien, 21
 English Curriculum in Perspective, The: Elementary Level—Dora V. Smith, 45
 Enjoying New Books with Children—Clara Wilson and Clara Evans, 312
 Envelope Needs Teaching Too, The—John H. Treanor, 299
 Evans, Clara and Wilson, Clara—Enjoying New Books with Children, 312

F

- Flashmeter, The: An Instrument for Teaching Reading—Bernice Finch Hamilton, 272
 Fostering a Balanced Reading Program: The Role of Parent, Teacher, and Librarian—Paul Witty and Ann Coomer, 241
 Function of English Instruction in Education for Democracy, The—Harold A. Anderson, 1
 Function of the Specialist Teacher of Speech, The—Bryng Bryngelson, 89

G

- Gale, R. J.—Steps to the Good Oral Report, 214
 Geltch, Irene and Meloy, Irene B.—Some Outstanding Children's Books of 1946, 344
 Geltch, Irene and Meloy, Irene B.—Some Recent Books for Children, 199
 Green, Ivah—The Time for Poetry, 154
 Guided Program in Reading, A—Kathleen G. Ammerman, 115
 Guiding Writing Activities in the Elementary School—Mildred A. Dawson, 80
 Guilfoile, Elizabeth—White and Negro Teachers Work and Talk Together, 15

H

- Hamilton, Bernice Finch—The Flashmeter: An Instrument for Teaching Reading, 272
 Handlan, Bertha—Vocabulary Development, 350
 Harris, Dale B.—Child Development and the Language Arts, 367
 Harrison, M. Lucile—Developing Readiness for Word Recognition, 122
 Hatfield, W. Wilbur—Literature for Personal Growth, 149
 Hatfield, W. Wilbur and Stockwell, LaTourette—The Minneapolis Meeting of NCTE, 132
 Heineman, Alma—A Daily Class Newspaper, 311
 Hollowell, Lillian—Biography for Young Readers, 262

I

- Irwin, Irene I.—Creative Writing with a Third Grade: A Diary, 24

L

- Lamers, William M.—"Land Where the Pilgrims Pried", 308
 "Land Where the Pilgrims Pried"—William M. Lamers, 308
 Language Arts in 1946, The—Marion R. Trabue 335
 Language Arts in Action in Utah Elementary Schools—Caroline Dobson, 55
 Language Arts Survey in Wisconsin Elementary Schools, The—Robert C. Pooley, 8
 Language in the Intermediate Grades—Elizabeth Lehr, 160
 Learning the Time Concept through Historical Fiction—Mary B. Deaton, 301
 Lee, Dorris May and Lee, J. Murray—Spelling Needs a Teacher, 203
 Lee, J. Murray and Lee, Dorris May—Spelling Needs a Teacher, 203
 Lehr, Elizabeth—Language in the Intermediate Grades, 160
 Lesson Using Radio in the Classroom, A—Grace D. Bailey, 290
 Letters and Letter-Writing—Percival Chubb, 219
 Listening Activities in the Elementary School—Althea Beery, 69
 Literature for Personal Growth—W. Wilbur Hatfield, 149
 Lobker, Margaret—An Adventure in Poetry, 211

Mc

- McCormick, Alice—Our Library: Present and Future, 255
 McCullough, Constance M.—Broadening Experiences through Reading in the Elementary School, 101
 McLelland, Isabel C.—Action in the School Library, 30

M

- Meloy, Irene B. and Geltch, Irene—Some Outstanding Children's Books of 1946, 344
 Meloy, Irene B. and Geltch, Irene—Some Recent Books for Children, 199
 Mueller, Olga—Word Movies in Bluebird Theatre, 121

N

- National Council of Teachers of English, The—Constitutional Amendments, 276; Election Notice, 135; The Minneapolis Meeting, 132; Program, 36th Annual Meeting of NCTE, Atlantic City, N. J., November 28-30, 1946, 314; Radio Award, 135
 New Horizons for the Language Arts—John J. DeBoer, 108
 New Trends in Books about Negroes for Children and Young People—Charlemae Rollins, 287
 Nolde, Ellenjarde—Spelling: Knowledge and Skill, 170

O

- O'Brien, Blanche H.—English at Work in a Sixth Grade, 21
 Overcoming Speech Difficulties—Dorothy Eckelmann 358
 Our Library: Present and Future—Alice McCormick, 255

P

- Poetry Potential—Linda Cleora Smith, 304
 Pooley, Robert C.—The Language Arts Survey in Wisconsin Elementary Schools, 8
 Preston, Ralph C.—Children's Autobiographies, 306

R

- Radio, Youth, and the Teacher—Myfanwy E. Chapman, 221
 Reading for Meaning—J. C. Seegers, 247
 Recent Research in Vocabulary Development—J. C. Seegers, 61
 Rollins, Charlemae—New Trends in Books about Negroes for Children and Young People, 287
 Russell, David H.—Spelling Ability in Relation to Reading and Vocabulary Achievements, 32

S

- Seegers, J. C.—Reading for Meaning, 247; Recent Research in Vocabulary Development, 61
 Smith, Dora V.—English Curriculum in Perspective: Elementary Level, 45
 Smith, Linda Cleora—Poetry Potential, 304
 Some Outstanding Children's Books of 1946—Irene B. Meloy and Irene Geltch, 344
 Some Recent Books for Children—Irene B. Meloy and Irene Geltch, 199
 Spelling Ability in Relation to Reading and Vocabulary Achievements—David H. Russell, 32
 Spelling: Knowledge and Skill—Ellenjarde Nolde, 170
 Spelling Needs a Teacher—Dorris May Lee and J. Murray Lee, 203
 Stauffer, R. Nance—The ABC's of Enjoyment of Reading, 38
 Steps to the Good Oral Report—R. J. Gale, 214
 Sterling, Edna L.—Developing a Course of Study in Language Arts, 165
 Stockwell, LaTourette and Hatfield, W. Wilbur—The Minneapolis Meeting of NCTE, 132
 Strickland, Ruth G.—Developing Language Power in The Primary Grades, 84

T

- Teaching Critical Reading—John J. DeBoer, 251
 Teaching Grammar and Usage in Relation to Speech and Writing—Luella B. Cook, 193
 They "Write" Their Way to Reading Readiness—Wylma Davis, 207
 Time for Poetry, The—Ivah Green, 154
 Trabue, Marion R.—The Language Arts in 1946, 335
 Treanor, John H.—Courtesy through Letters, 175; The Envelope Needs Teaching Too, 299
 Turner, Floss Ann—Unity through Children's Books, 189

U

- Unity through Children's Books—Floss Ann Turner, 189

V

- Vocabulary Development—Bertha Handlan, 350

W

- Wheeler, Lester R.—The Child Who Dislikes Reading: Causes and Remedial Suggestions, 267
 White and Negro Teachers Work and Talk Together—Elizabeth Guilfoile, 15
 Wilson, Clara and Evans, Clara—Enjoying New Books with Children, 312
 Witty, Paul and Coomer, Ann—Fostering a Balanced Reading Program: The Role of Parent, Teacher, and Librarian, 241
 Word Movies in Bluebird Theatre—Olga Mueller, 121

NEXT MONTH

THE ELEMENTARY ENGLISH

REVIEW

appears in new format and under changed name. Henceforth we shall be known simply as *Elementary English*. We shall don streamlined dress, adopting the convenient page size of the magazine digest. Our articles will appear in larger, clearer type.

In the nature and quantity of the contents there will be no significant change. *Elementary English* will bring to you the same type of practical, readable articles which have added thousands of subscribers to our list in the last three or four years.

We hope you will like the change. We continue to solicit your suggestions for the improvement of the magazine. We continue to welcome your contributions of articles describing your experiences in teaching reading, writing, speaking, and listening to elementary school pupils.

Watch for the January

ELEMENTARY ENGLISH

Published by The National Council of Teachers of English

211 West 68th Street

Chicago 21, Ill.

READING LIST FOR YOUNG STUDENTS

HUDSON RIVER CHILDREN By Mary Irving Husted
 "Children who like to know about rural pleasures in grandma's pigtail days will relish the quaint story of two New York children's year in the Hudson River highlands not long after the Civil War. There is a nostalgic touch about the little book which will strike a chord in any gray-haired adult." *Chicago Tribune*. Reproductions of old-time photographs by Boris of Boston. Ages 6-10. \$1.00

THE SCHOOL PLAYHOUSE By Ellen Lake Austin
 A group of eight playlets including such titles as "War On Waste Paper", a good citizenship project; "Why Go To School?", in which a boy is convinced of the value and pleasure of education; and "The Pageant of Peace", suitable for Armistice Day or other appropriate occasions. "The plays in this book have been produced by casts of children under various conditions—The purpose of Miss Austin is to provide educational methods." *New York Herald-Tribune*. \$2.00

KEYBOARD ROAD IN MUSIC LAND and Other Stories By Mary G. Reed
 Adventures of a group of children who set out to find Music Land in a way that serves "as a fascinating game to tiny musicians in learning to read their notes." *Music Club Magazine*. "The author of these ten stories knows and loves children and knows how to gratify their perfectly natural hunger for stories that combine interest and entertainment." *Southern Baptist Convention Teacher*. Ages 6-10. \$1.00

LITTLE WOMEN GROW BOLD By Mary Elizabeth Ford
 Informative and absorbing, this history of woman's physical achievements is the first record of its kind and contains many facts and anecdotes which have been dimmed by time but which are none the less of foremost interest to young sportsmen and sportswomen. The names of Joan of Arc, Amelia Earhart Putnam, Annie Oakley, and Mrs. Martin Johnson tell in themselves thrilling stories of physical feats and conquests. For older boys and girls. \$2.00

BRUCE HUMPHRIES, INC.
 30-G Winchester Street
 Boston, Mass.

Gentlemen:
 Please send me: copies of HUDSON RIVER CHILDREN
 copies of THE SCHOOL PLAYHOUSE
 copies of KEYBOARD ROAD IN MUSIC LAND
 copies of LITTLE WOMEN GROW BOLD

I enclose check.
 money order.

Name
 (Please print)

Address

City and State

